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ABSTRACT

This final report describes a federally funded 3-year project for integrating related services within educational objectives for children (ages 3-10) with dual vision and hearing impairments. A Training-Utilization model of inservice training and technical assistance was developed, implemented, and evaluated to address the communication needs of children with dual sensory impairments, utilizing an integrated team approach. The project was based on the premise that an integrated team approach is needed that includes a philosophical, physical, and programmatic basis for assessment, adaptations, intervention, and evaluation. The project was developed within the framework of four validated best practices, including service delivery in inclusive environments; an interpersonal-interactive approach within an age-appropriate, functional education curriculum; use of systematic teaching procedures; and ecologically based instruction. Project staff included a parent, special educator, communication specialist, and physical therapist, and each team participant received training from a project staff member from his or her discipline. This final report summarizes the objectives, activities, and accomplishments of the project. Detailed statistical data are provided concerning accomplishment of each project objective. Appendixes and attachments, which make up the bulk of the document, are as follows: (1) process delivery manual; (2) child assessment data; (3) communication module; (4) an integrated team programming module; (5) a functional curriculum module; and (6) a personal futures planning module. (JDD)

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AN INTEGRATED PARENT-TEACHER-RELATED SERVICE TEAM APPROACH TO COMMUNICATION INTERVENTION

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Deaf-Blind (84-086L) PR# H086L90010

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FINAL REPORT

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AN INTEGRATED PARENT-TEACHER-RELATED SERVICE TEAM APPROACH TO COMMUNICATION INTERVENTION

Department of Special Education
University of Southern Mississippi

Re: Utilization: Deaf-Blind (84-086L) PR# HO86L90010

I. ABSTRACT

The Department of Special Education at the University of Southern Mississippi completed a three-year project for integrating related services within educational objectives for children (ages 3-10 years) with dual vision and hearing impairments. A Training-Utilization model of inservice training and technical assistance was developed, implemented, and evaluated to specifically address the communication needs of children with dual sensory impairments utilizing an integrated team approach.

Children with dual sensory impairments often exhibit concomitant medical, physical, and/or cognitive impairments. The ability to communicate preferences and non-preferences is probably the most critical need of individuals with dual sensory impairments. Additional physical and cognitive disabilities have the potential to further impact the development of communication modes and systems for these individuals. It is critical that motor, communication, and socio-affective skills be taught within functional, age-appropriate educational and interpersonal activities. The basis of the completed project was that the development and implementation of appropriate receptive and expressive communication systems across functional activities cannot be met by the skills and expertise of one professional or discipline. Rather, an integrated parent-teacher-related service team approach is needed that includes a philosophical, physical, and programmatic basis for assessment, adaptations, intervention, and evaluation. The project was based on that basic premise.

Two major goals were completed during the three years of the project:

1. Nine local school district sites participated in the development, implementation, and evaluation of the team training-utilization model. Completion of the first goal resulted in an integrated team planning and intervention approach for 9 target learners with dual vision and hearing impairments and their families, 17 additional children with multiple and sensory impairments, and 38 learners with severe disabilities.

2. Training strategies and materials were developed and evaluated. These products are available for other trainers to use to facilitate integrated team approaches for the development, implementation, and evaluation of communication systems for learners with dual sensory impairments.

This final project report summarizes the objectives, activities, and accomplishments of the project.

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II. DESCRIPTION OF THE PROJECT

The project was developed within the framework of four (4) validated "best practices." First, service systems must be delivered in inclusive environments in which an integrated team approach is utilized. Second, an interpersonal-interactive approach must be emphasized within an age-appropriate, functional education curriculum. Third, systematic teaching procedures must be used in order for learners to increase and expand their communication interactions. Fourth, instruction must be ecologically databased to determine: (a) effectiveness, (b) necessary modifications, and (c) expansions. The overall premise, purpose, process and products or outcomes are provided in Figure 1. Five major outcomes were generated by the project's team-utilization practices and methods of inservice delivery. These outcomes will be presented in detail within the respective objectives and activities. In summary, the major project outcomes include:

1. All trainee participants increased their awareness, attitudes, and interactional skills,
2. All participants increased their knowledge of best practices, potential communication systems available to learners with dual sensory impairments, and positioning/handling/orientation-mobility techniques,
3. The majority of the participant trainees demonstrated competency skills in the areas of communication and motor development,
4. The participant teams demonstrated different levels of implementation of best practices and the specific learner's communication system, and
5. All of the individual learners being targeted demonstrated an increase in the use of receptive and expressive communication.

The major trainee skills that were targeted, the utilization practices that were emphasized, and the components of the project training activities were presented in an interactive nature of training-utilization to impact learner skills. The interface of these features are displayed in Figure 2. One of the strengths of the project was that the project staff represented a parent, special educator, a communication specialist, and a physical therapist. Therefore, each "team" participant receiving training had a representative from his/her discipline. This was particularly critical for families. Families indicated that they participated in the three (3)-day inservice training because they had visited with the training team "parent" and felt comfortable with her, knowing that she was a parent.

Nine sites, representing eight different school districts from different parts of the state of Mississippi participated in direct training efforts. The major training components and the sequence of training for each of the nine sites across the components are shown in Figure 3. Awareness sessions were provided to those sites that were interested and potentially met the selection criteria. If the site expressed an interest and a commitment, needs assessment data were collected at the site (classroom, home, and community). Teams representing different disciplines and the parents attended a three-day inservice session. On-site technical assistance visits were completed, and the level of implementation was evaluated. Overall learner gains and gains specific to communication use were taken at baseline and at each technical assistance site visit. A detailed process-step description of the project is provided in Appendix A.

Premise

- Service delivery systems must include an integrated team approach
- An interactive, functional curriculum needs to be implemented for younger learners with dual sensory impairments
- Systematic procedures that are adapted to each individual learner must be implemented
- Instruction must be ecologically databased to determine effectiveness, modifications, and expansions

Purpose

- To utilize the validated practices of integrated teams, functional curriculum, systematic procedures, and databased instruction for developing a package of program replication activities that increase quality communication intervention for learners with dual sensory disabilities

Process

- Utilization of a "Delivery team-to-Utilization Team" approach
- Utilization of a delivery approach that includes adoption of the practices, team assimilation, systematic-databased inservice training, competency technical assistance follow-through, and maintenance

Product

- Increase in awareness, attitudes, expectations by all team members
- Increase in the knowledge base by all team members
- Increase in the competency skills to develop and expand communication and motor objectives within instructional objectives
- Increase in implementing team approach and skills that result in functional skills and activities
- Increase in the functional communication skills used by the learners

Figure 1. Overview of Project Impact and Benefits

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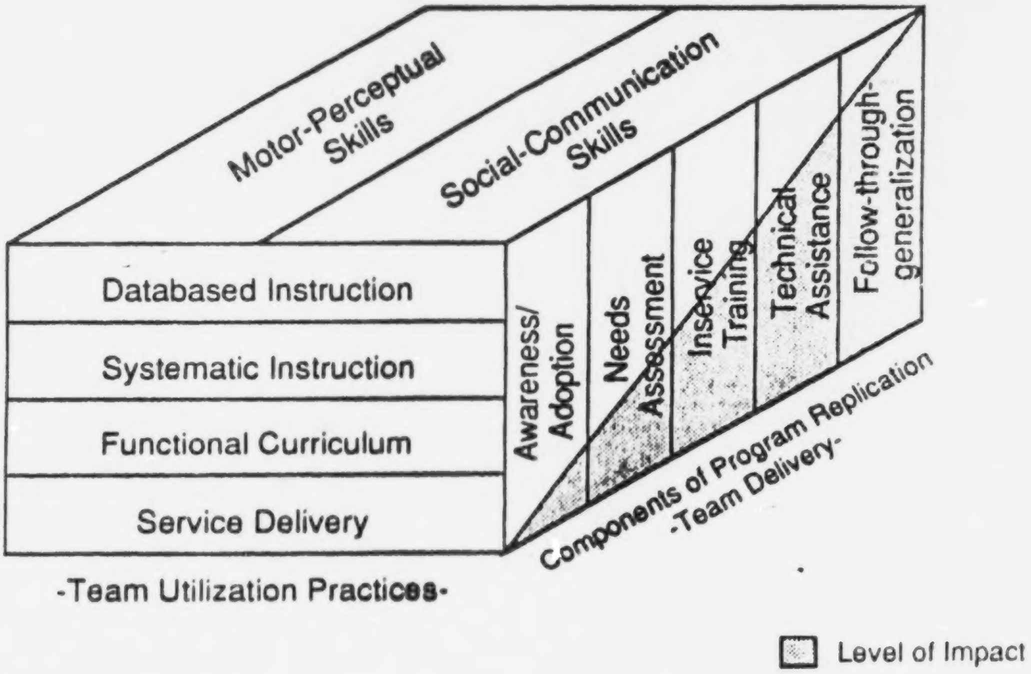

Skills Integrated Within a Functional Curriculum

Motor-Perceptual Skills
Social-Communication Skills
Databased Instruction
Systematic Instruction
Functional Curriculum
Service Delivery
-Team Utilization Practices-
Awareness/ Adoption
Needs Assessment
Inservice Training
Technical Assistance
Follow-through-generalization
Components of Program Replication
-Team Delivery-
▨ Level of Impact

Figure 2. Interactive Nature of Training-Utilization to Impact Learner Skills

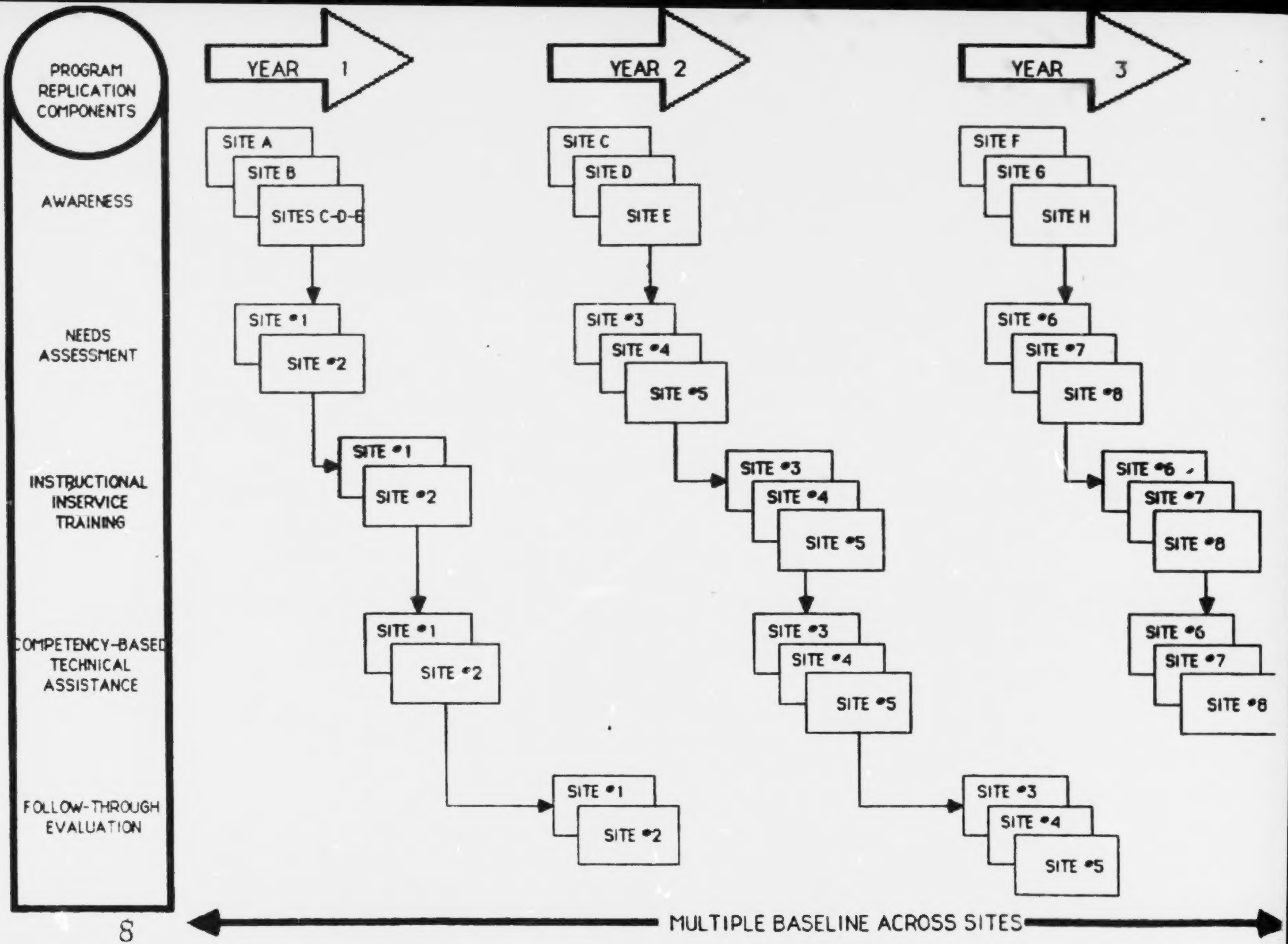
PROGRAM REPLICATION COMPONENTS
AWARENESS
NEEDS ASSESSMENT
INSTRUCTIONAL INSERVICE TRAINING
COMPETENCY-BASED TECHNICAL ASSISTANCE
FOLLOW-THROUGH EVALUATION
YEAR 1
YEAR 2
YEAR 3
SITE A
SITE B
SITES C-D-E
SITE #1
SITE #2
SITE #1
SITE #2
SITE #1
SITE #2
SITE #1
SITE #2
SITE C
SITE D
SITE E
SITE #3
SITE #4
SITE #5
SITE #3
SITE #4
SITE #5
SITE #3
SITE #4
SITE #5
SITE #3
SITE #4
SITE #5
SITE F
SITE G
SITE H
SITE #6
SITE #7
SITE #8
SITE #6
SITE #7
SITE #8
SITE #6
SITE #7
SITE #8
MULTIPLE BASELINE ACROSS SITES

Figure 3. Program Replication Components Across Sites

III. ACCOMPLISHMENTS

Both formative and summative evaluation measures were developed and utilized to measure project, trainee, and learner outcomes throughout the three years of the project. These data sources provide the data base to determine project accomplishments across major tasks.

TASKS, OBJECTIVES, and ACTIVITIES

Five major tasks were defined to provide the process to complete the project. Objectives and activities were developed, evaluated, and modified specific to the following five tasks:

1. Program replication,
2. Management,
3. Coordination & Cooperation,
4. Evaluation, and
5. Dissemination.

Project accomplishments, and data will be summarized across each major objective.

Task 1 - Program Replication

Objective 1.1 - The project staff conducted awareness and adoption training for LEA's meeting the selection criteria. It was estimated that eight (8) sites would be selected to participate in the training activities.

1.1.1 Sites Identified. Awareness activities were conducted by several different avenues. First, brochures were developed and disseminated to school districts who had learners listed on the Deaf-Blind Registry. Brochures were also sent to the large districts that delivered services in the regular educational environment. Program developers from these districts were called later as follow-up measures if they did not respond to the brochure. Second, the project staff presented at conferences to increase awareness of the project activities. Third, a number of parents of children with dual sensory impairments, who had participated in early intervention activities from 1986-89, were contacted.

The procedures used to select the utilization sites were based on the following criteria:

- districts providing services to learners, ages 3-10 years, with dual sensory impairments that were served by the LEA (the age range was increased from 8 to 10 years of age so that interested sites could participate), would be selected as targeted sites,
- districts with the greater number of learners with dual sensory impairments received priority status,
- districts who had speech language pathologists and physical therapists on staff or contract were selected first, and
- each district and person to potentially receive training, including parents, had to indicate that they were interested in adapting a model of integrated educational teams.

A total of seventeen (17) sites expressed interest in training as a result of awareness activities.

Table 1 presents the numbers of: (a) total sites expressing interest in training, (b) the number of sites selected, and (c) additional sites that requested that they participate in the inservice component of the training at no cost to the project. The majority of (c) sites had learners who were severely/multiply impaired, but were not dual sensory impaired.

Table 1
Sites Interested and Sites Participating

INTERESTED SITES

SCHOOL DISTRICTS	CITY	STATE
Lowdnes County School	Columbus	MS
Lee County School	Tupelo	MS
East Tallahatchie	Charleston	MS
Greenwood Schools	Greenwood	MS
Moss Point Schools	Moss Point	MS
Petal Schools*	Petal	MS
Forrest County Schools*	Hattiesburg	MS
Stone County Schools*	Wiggins	MS

* Received training at no cost to the project

PARTICIPATING SITES

SCHOOL DISTRICTS	CITY	STATE
Jackson Public School (North Jackson Elementary)	Jackson	MS
Jackson Public School (John Hopkins Elementary)	Jackson	MS
Hattiesburg Public School	Hattiesburg	MS
Lauderdale County School	Meridian	MS
Jones County School	Laurel	MS
George County School	Lucedale	MS
Oktibbeha County School	Maben	MS
Ocean Springs City School	Ocean Springs	MS
Cleveland Public Schools	Cleveland	MS

1.1.2 Awareness sessions conducted. On-site awareness presentations were conducted to eight (8) school districts (nine sites). These presentations included: (a) an overview of the project, (b) best practices to be included, (c) roles and responsibilities of the participating team, and (d) roles, responsibilities, and timelines of the project team. The persons and disciplines included in awareness presentations are provided in Table 2.

Table 2
Individuals Participating in Awareness Session by Disciplines

	Jackson Public Site A 12/14/89	Jackson Public Site B 12/14/89	Hattiesburg Public 01/11/90	Lauderdale County 11/14/90	Jones County 12/04/90	George County 02/15/91	Oktibbeha County 10/16/91	Ocean Springs Public 11/15/91	Cleveland Public 02/10/92	TOTALS
Administrator	1	1	1	3	2	1	2	2	1	14
Parent	1	0	1	2	1	0	2	1	1	9
Speech Therapist	1	1	3	1	1	1	1	0	1	10
Teacher	1	1	2	1	1	2	1	1	3	13
Physical/Occupat.	1	0	1	0	0	0	0	0	0	2
Other	0	0	1	0	0	1	0	2	0	4
	-----	-----	-----	-----	-----	----	-----	-----	-----	
TOTALS	5	3	9	7	5	5	6	6	6	52

1.1.3 Needs assessment and training scheduled. The on-site needs assessment and learner assessments occurred two weeks prior to the inservice

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training session for three sites in Year I, three sites in Year II, and three sites in Year III. Specific data will be discussed following the next objective section.

1.1.4 Statewide workshop planned and conducted. The project planned a statewide workshop in cooperation with the Statewide Title VI-C grant. The project organized and carried out all workshop activities. Two out-of-state speakers' presentations with concurrent sessions covering topics across the age span specific for learners with dual sensory impairments were attended by the participants. Expenses for the workshop were shared by the project and the State Deaf-blind grant. The number of participants and satisfaction results (7 point McCallon scale) are provided in Table 3.

Table 3
Statewide Conference Evaluations

OVERALL CONFERENCE	6.30
ORGANIZATION	6.59
SCHEDULE	6.33
OVERALL CONTENT	6.43
CHOICE OF SPEAKERS	6.40
RELEVANCE OF THEME	6.48
SCOPE	6.24
LOCATION	6.43
POSTER SESSION	5.79

PRESENTER	QUALITY	RELEVANCE	CONTENT
John Nietupski	6.50	6.10	5.21
Hope Bacon	5.57	5.18	4.73
Nancy Batson	5.83	6.11	4.83
Robert Crisler	6.69	6.31	5.19
Sara Ulrich	5.47	5.88	4.88
Mike McCarthy	6.44	6.14	5.17
Kathleen Stremel & Rebecca Wilson	6.44	6.20	5.24
Betty Busbea & Dorothy Harris	6.38	6.15	5.15

TOTAL NUMBER OF PARTICIPANTS: 120

Objective 1.2 - The project staff conducted on-site needs assessments to establish baseline and determine learner and trainee needs as related to best practices, communication systems, and individualized learner skills and needs.

Table 4A summarizes the number of learners receiving direct services and additional learners who indirectly benefitted from project activities. The 9 target learners received intensive assessment and direct intervention services. The 17 additional learners received services on a consultant basis. The 38 learners identified as indirectly involved received services via training of the service providers.

1.2.1 Learner assessments conducted. Three types of learner assessments were conducted:

1. The Wisconsin Behavior Rating Scale
2. The Communication Placement Assessment
3. The Prelanguage/Language Observation Sample.

These measures provided a baseline for overall learner skills and needs, as well as, learner performance specific to communication skills and needs. Results of these assessments will be discussed later in this report. The demographic data for each learner and their family, who participated directly in the project are presented in Table 4B. Of the children served through the project, 55% were female, 55% were African American, and 45% were below poverty level. Interesting to note that 77% of the children resided in a 2 parent household. Three of these fathers attended the 3-day training sessions. The etiology summaries on each learner are shown in Table 5.

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Table 4A
Participants

SITE	NUMBER OF LEARNERS WITH DEAF/BLINDNESS DIRECTLY INVOLVED	NUMBER OF ADDITIONAL LEARNERS WITH SENSORY IMPAIRMENTS RECEIVING SOME LEVEL OF SERVICE	NUMBER OF CHILDREN INDIRECTLY INVOLVED
Jackson Public			
Site A	1	2	3
Site B	1	1	4
Hattiesburg Public	1	1	5
Meridian Public	1	2	6
Jones County Public	1	2	2
George County	1	2	4
Oktibbeha County	1	0	0
Ocean Springs	1	0	3
Cleveland Public	1	2	2
Other	0	5	9
TOTALS	9	17	38

Table 4B
Child and Family Demographics

CHILD	DOB	SEX	RACE	SOCIOECONOMICS	2-PARENT
K. D.	05/23/84	F	B	25,000-30,000	+
T. H.	01/31/84	F	B	< 10,000	-
C. J.	10/15/85	M	W	20,000-30,000	+
J. M.	08/27/82	M	W	40,000-45,000	+
C. M.	08/13/81	F	B	< 10,000	-
H. P.	09/13/87	F	W	10,000-15,000	+
K. P.	12/08/84	M	B	40,000-45,000	+
C. T.	05/24/90	M	W	< 10,000	+
C. R.	09/03/86	F	W	< 10,000	+

Table 5
Child Etiological Data

CHILD	ETIOLOGY	CONDITION
J.M.		Severe hearing loss Blind Severe motor impairment Severe mental retardation Seizure disorder
T.H.	Unknown	Moderate hearing loss Moderate vision loss Moderate motor impairment Moderate mental retardation Seizure disorder
C.M.	Premature Birth	Mild hearing loss Moderate vision loss Severe motor impairment Seizure disorder Moderate mental retardation
C.J.	Charge Syndrome	Moderate hearing loss Moderate vision loss Severe motor impairment Severe developmental delay
H.P.	Unknown	Severe hearing loss Mild vision loss Mild developmental delay Mild motor impairment
K.D.	CMV	Severe hearing loss Blind Severe motor impairment Severe developmental delay Seizure disorder
C.D.T.	Birth Injury	Moderate vision loss Severe motor impairment Severe developmental delay Seizure disorder
C.R.	Premature Birth	Severe hearing loss Blind Moderate developmental delay
K.P.	Premature Birth	Moderate vision loss Severe hearing loss Severe motor impairment Severe developmental delay Seizure disorder

1.2.2 Ecological survey conducted. A survey that included variables such as functional curricula, classroom scheduling and organization, age-appropriate materials, and instruction was conducted as part of the needs assessment process (Appendix A). Pre-post measures were collected to provide a broad database of site implementation.

1.2.3 Parent needs assessment conducted. The parent needs assessments were conducted informally by questioning the parents. Questions included child preferences, non-preferences, modes of communication, and the parent's major concerns. A sample of these data can be found in Appendix A. Only one of the parents had met or knew the speech language pathologist or physical therapist who was working with their child. Only the learners in the Jackson Public School had communication objectives on the IEPs.

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1.2.4 Professional needs assessments conducted. Each professional team member completed a needs assessment. The results of the needs assessments are presented in Table 6. The project did not feel as though the needs expressed by the specific sites were the major needs. Overall, the less the site was aware of best practices in an area, the less were their needs in the area. Possibly needs assessments should be completed after a knowledge-base presentation. However, the project attempted to address each site's perceived needs and brought in consultants to address any areas that the project staff could not respond to. For example, a professional in orientation and mobility provided training for the one learner who was ambulatory. This was coordinated with the School for the Blind at no cost to the project.

Table 6
Team Training Needs by Site

	Child Needs	Communication Needs*	Hearing/ Vision	Positioning/ Motor	Instructional Strategies	Team Functioning
Jackson Public						
Site A	1.7	1.9	2.1	1.6	1.6	1.8
Site B	0.8	1.2	1.6	1.3	1.5	1.3
Hattiesburg Public	2.3	2.2	1.9	2.2	2.3	2.1
Lauderdale County	3.0	2.8	2.3	3.0	2.7	1.9
Jones County Public	1.4	1.1	1.6	1.2	1.7	1.3
Oktibbeha County	2.9	3.0	3.0	3.0	3.0	3.0
Ocean Springs Public	3.0	2.9	2.8	0.0	3.0	3.0
Cleveland Public	1.3	2.5	2.5	2.7	2.6	2.5
Mean	2.04	2.20	2.23	1.88	2.30	2.11

*1 - Minor need for training
2 - Moderate need for training
3 - Major need for training

Objective 1.3 - An instructional inservice training sequence was developed and implemented to increase the knowledge and skills of the trainees from the participating sites.

1.3.1 Training topics, content, and resources were developed. A communication training module that had been developed and field-tested on a previous grant was modified and used during all three years of the project. A second training module, Integrated Teams, was developed prior to the first inservice training sessions. Results of the first year of training indicated that additional topics needed to be addressed. The following training modules and materials were developed based on those needs:

1. Functional Curriculum module,
2. Personal Future's Planning module.

The project parent developed and conducted the PFP training. The inservice training sequence was also modified for the second and third years of the project. The modules used for training are included with this report as Attachments A, B, C, and D.

1.3.2 Resources and materials provided for individual site use. The project purchased adaptive switches, calling devices, objects, and communication devices that could be used by and loaned out to projects so that

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the communication system planned by the "teams" as a result of the inservice training could be implemented immediately. Each training session was also videotaped and a copy was provided to the training team upon request. The project was responsive in providing resource materials that were needed as indicated on the needs assessment or by request. Only the Jackson site had any type of adaptive switches or materials necessary for communication intervention.

1.3.3 Inservice training conducted. Each site receiving training came to USM for a three (3) day training sessions. Table 7 shows the make-up of each team. The training consisted of lectures in correspondence with the training modules, demonstrations with the learner, video tapes, role-playing, trainee activities, and "team planning." Whereas, reimbursement for respite for parents was written into the original proposal, all of the families opted to bring their child. Therefore, child care services in an adjoining room were provided. Thus, the child could be assessed or procedures could be readily demonstrated with the actual child. This "change" proved to be very positive. Child care was also provided during lunch and dinner so that parents could socialize with their team.

Table 7
Inservice Training Participants

	Jackson Public Site A	Jackson Public Site B	Hattiesburg Public	Lauderdale County	Jones County	George County	Oktibbeha County	Ocean Springs Public	Cleveland Public	Total
ADMINISTRATOR	0	0	1	0	1	0	1	1	0	3
PARENT	1	1	1	2	1	1	0	2	2	8
SPEECH THERAPIST	1	1	3	1	1	1	1	0	0	4
TEACHER	1	1	1	1	1	2	1	2	3	10
PHYSICAL THERAPIST	1	1	2	0	1	0	0	0	0	1
OTHER	2	0	2	4	3	1	2	2	0	12
TOTALS	6	4	10	8	8	5	5	7	5	38

1.3.4 Measures of training effectiveness were developed and conducted. Data sources were developed and implemented to measure the following:

- Change of knowledge - Pre-post tests
  - Competency activities
- Change of skill - Team planning resulting in a communication plan for each learner
- Satisfaction - McCallon satisfaction measure.

Pre-post test results across each participant for each major training topic are shown by Year in Table 8. These results show that the sites were extremely satisfied with all aspects of the training. The communication plan for each participating learner is provided in Appendix B. Tables 9A and 9B show the participants' satisfaction of training across the Years of the project. These results indicate that a mean of >85% criterion scores were met by the participants. Change scores from pre-to-post showed that significant changes were made.

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Pretest and Posttest Results

	YEAR 1							YEAR 2									YEAR 3								
	FUNCTIONAL CURRICULUM	COMMUNICATION MODULE			INTEGRATED TEAM MODULE			FUNCTIONAL CURRICULUM			COMMUNICATION MODULE			INTEGRATED TEAM MODULE			FUNCTIONAL CURRICULUM			COMMUNICATION MODULE			INTEGRATED TEAM MODULE		
		Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
Jackson Public																									
Participant 1		30%	95%	65%																					
Participant 2	Developed during second year	30%	100%	70%	Developed during second year																				
Participant 3		30%	100%	70%																					
Participant 4		25%	70%	45%																					
Participant 5		25%	80%	55%																					
Participant 6		58%	80%	22%																					
Mean		33%	88%	55%																					
Hattiesburg Public																									
Participant 1		45%	75%	30%																					
Participant 2		35%	87%	52%																					
Participant 3		49%	83%	34%																					
Participant 4		43%	52%	9%																					
Mean		43%	76%	31%																					
YEAR 1 SITES CUMULATIVE MEAN		38%	81%	43%																					
Lauderdale County																									
Participant 1								0%	100%	100%	36%	88%	52%	39%	100%	61%									
Participant 2								0%	80%	80%	28%	80%	52%	22%	78%	56%									
Participant 3								37%	100%	63%	20%	56%	36%	53%	100%	47%									
Participant 4								25%	100%	75%	56%	96%	40%	5%	N/A	N/A									
Participant 5								5%	N/A	N/A	44%	96%	52%	28%	N/A	N/A									
Participant 6											48%	N/A	N/A	N/A	100%	N/A									
Participant 7											0%	N/A	N/A												
Mean								13%	76%	63%	37%	83%	46%	29%	56%	26%									
Jones County																									
Participant 1								0%	100%	100%	40%	80%	40%	55%	100%	45%									
Participant 2								20%	100%	80%	36%	100%	64%	55%	100%	45%									
Participant 3								20%	100%	80%	40%	92%	52%	33%	72%	39%									
Participant 4								25%	100%	75%	5%	92%	87%	33%	100%	67%									
Participant 5								0%	N/A	N/A	40%	100%	60%	33%	100%	67%									
Participant 6											60%	88%	28%	28%	100%	72%									
Participant 7											65%	88%	23%	28%	100%	72%									
Participant 8											24%	76%	52%	50%	94%	44%									
Mean								13%	100%	84%	39%	90%	51%	31%	94%	63%									
George County																									
Participant 1								25%	100%	75%	40%	100%	60%	N/A	N/A	N/A									
Participant 2								0%	100%	100%	16%	100%	84%	N/A	N/A	N/A									
Participant 3								0%	100%	100%	N/A	96%	96%	N/A	N/A	N/A									
Participant 4								0%	100%	100%				N/A	N/A	N/A									
Participant 5								0%	100%	100%				N/A	N/A	N/A									
Participant 6								5%	95%	90%				N/A	N/A	N/A									
Participant 7								5%	N/A	N/A				N/A	N/A	N/A									
Participant 8														N/A	N/A	N/A									
Mean								5%	99%	94%	20%	99%	71%	17%	100%	83%									
YEAR 2 SITES CUMULATIVE MEAN								10%	92%	82%	35%	91%	56%	26%	83%	58%									
Oktibbeha County																									
Participant 1																				5%	100%	95%	33%	72%	39%
Participant 2																				30%	70%	40%	33%	100%	67%
Participant 3																				30%	95%	65%	39%	100%	61%
Participant 4																	Child was seen in home			60%	90%	30%	28%	100%	72%
Participant 5																				58%	98%	40%	28%	83%	55%
Participant 6																				35%	75%	40%			
Mean																				35%	67%	52%	33%	95%	60%
Ocean Springs Public																									
Participant 1																				10%	100%	90%	N/A	N/A	N/A
Participant 2																	functional curriculum already in place			50%	100%	50%	N/A	N/A	N/A
Participant 3																				70%	100%	30%	N/A	N/A	N/A
Participant 4																				75%	85%	10%	N/A	N/A	N/A
Participant 5																							N/A	N/A	N/A
Mean																				51%	96%	45%	N/A	N/A	N/A
Cleveland Public																									
Participant 1																	20%	100%	80%	50%	100%	50%	33%	100%	67%
Participant 2																	5%	95%	90%	15%	100%	85%	28%	94%	66%
Participant 3																	0%	100%	100%	35%	100%	65%	33%	100%	67%
Participant 4																	0%	100%	100%						
Participant 5																	0%	100%	100%						
Mean																	5%	99%	94%	33%	100%	67%	31%	98%	67%
YEAR 3 SITES CUMULATIVE MEAN																	5%	99%	94%	40%	94%	54%	32%	96%	63%
OVERALL MEAN																	8%	95%	87%	37%	88%	51%	29%	89%	60%

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Table 9A
Participants Satisfaction of Inservice Training (McCallon)

	Jackson Schools	Hattiesburg Schools	Jones County	Lauderdale County	George County	Oktibbeha County	Ocean Springs Schools	Cleveland Schools	Mean of Each Question
Organization	6.88	6.75	6.88	7.00	7.00	7.00	7.00	7.00	6.94
Objectives of Workshop	6.88	7.00	6.88	7.00	7.00	7.00	7.00	7.00	6.97
Presentations	6.88	7.00	6.88	7.00	7.00	7.00	7.00	7.00	6.97
Schedule of Workshop	6.50	6.75	7.00	7.00	6.75	7.00	7.00	7.00	6.88
Scope of material	6.75	7.00	6.75	6.60	6.75	7.00	7.00	7.00	6.86
Information in handouts	6.88	7.00	6.88	6.60	7.00	7.00	7.00	7.00	6.92
Overall	6.75	7.00	6.88	7.00	7.00	7.00	7.00	7.00	6.95
Overall Mean	6.79	6.93	6.88	6.89	6.88	7.00	7.00	7.00	6.9

Table 9B
Participants Satisfaction of Functional Curriculum Training (McCallon)

	Jones County Schools	Lauderdale County Schools	George County Schools	Oktibbeha County Schools	Ocean Springs Schools	Cleveland Schools	Mean of each Question
Organization	6.60	6.60	7.00			6.80	6.75
Objectives of Workshop	6.20	6.80	7.00			6.60	6.65
Presentations	6.40	6.80	7.00			6.80	6.75
Schedule of Workshop	6.60	6.60	6.10	Child was seen in the home	Functional curriculum already in place	6.80	6.52
Scope of material	6.40	6.80	7.00			6.80	6.75
Information in handouts	6.80	7.00	7.00			7.00	6.95
Overall	6.40	6.60	7.00			7.00	6.75
Overall Mean	6.49	6.74	6.87			6.83	6.73

Objective 1.4 - On-site technical assistance was provided. Two to three project staff provided repeated technical assistance to the sites at their location. The technical assistance activities were two-fold: (a) demonstrations and accompanying videotapes were provided at the first visit, with coaching strategies being implemented during the second and third sessions. Learner measures of communication use (prelanguage/language observation) were collected during each technical assistance site visit. The total number of technical assistance visits across sites is presented in Table 10.

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Table 10
Number of Technical Assistance Visits

Year I	14
Year II	8
Year III	14
Total	36

1.4.1 Priorities for technical assistance were determined by the sites. Whereas implementation of the learner's communication system (responsiveness and opportunities to communicate) were the project's major priorities for technical assistance, the participating site "team" also could select an area for additional assistance. In two cases, these needs included assistance with feeding and eating. These priorities were family driven and considered to be critical in that feeding problems were causing tremendous medical issues for the family. A number of the sites were engaged in community training. In these cases, the staff provided technical assistance during the selected community activity. The participating site participants demonstrated "role-release" in that more than one person would provide integrated instruction within the activity and demonstrate utilization of the learner's communication system.

1.4.2 Additional technical assistance was determined. The nine sites represented extremely different approaches in the provision of education services, i.e. organization, scheduling, integration, functional curriculum, community-based, and behavior management. An overall need, as seen by the project staff, was in the area of systematic instruction and databased instruction.

Objective 1.5 - Learner gains were evaluated. Learner communication gains across activities were measured at each technical assistance site visit. Both the WBRS and the Communication Assessment were given pre-post. Results of each learner's pre-post WBRS are found in Table 11. A proportional Change Index (PCI) score was obtained. A score of 1.0 indicates that the learner would have made the same progress without intervention; a score of +1.0 indicates a developmental growth rate based on the learner's developmental rate prior to training. All learners that remained in the project demonstrated significant gains. Post data was not available on one child who moved out of state after inservice training was complete.

Table 11
Wisconsin Behavioral Rating Scale (Proportional Change Index Scores*)

CHILD	DOB	FIRST WBRS SCORE	SECOND WBRS SCORE	PCI SCORE*
C. T.	05/24/90	1.9	4.6	4.09
C. J.	10/15/85	9.5	12.5	3.33
*H. P.	09/13/87	12.8	N/A	N/A
K. P.	12/08/84	1.2	3.2	6.70
J. M.	08/27/82	3.1	4.5	5.75
C. R.	09/03/86	9.1	15.3	7.36
T. H.	01/31/84	6.9	10.7	7.60
C. M.	08/13/81	7.1	9.4	8.29
K. D.	05/23/84	5.4	7.9	6.00

*Child moved from state

1.5.1 Learner communication skills were measured. The gains of each learner in the areas of receptive and expressive communication are presented in Appendix B. These results demonstrate that receptive and expressive communication systems were implemented by the participating teams and that the learners did demonstrate gains in communication. The prelanguage/language observation measures indicated the quality and quantity of learner gains across time. These data are presented in Figure 4.

These data show that all of the children were using some signals that could be interpreted as communication (Level I - body movement, facial gestures). All of the participants increased the frequency of their communication from baseline to post. Eighty-eight percent of the participants also began using higher level forms and functions of communication. The majority of participants began to vary their communication (responses, initiations, participating in physical assistance). These data indicate that the teaching staff were engaging in more active teaching procedures.

1.5.2 Maintenance and generalization determined. The ability of the participating "teams" to generalize strategies to other learners without dual sensory impairments were noted. Observations indicated that partial participation was one of the instructional strategies most readily generalized. Providing opportunities for communication across new activities and other learners was one of the least generalized skills exhibited by the participants overall.

The baseline and posttest results of the trainee ecological assessment is provided in Table 12A and 12B. These data indicate the components and/or strategies that were implemented and maintained by the participants.

Table 12A
Ecological Checklist Baseline and Posttest Scores

SITES	BASELINE	POST
Jackson Public		
Site A	0.78	0.85
Site B	0.45	0.64
Hattiesburg Public	0.33	0.38
Lauderdale County	0.45	0.68
Jones County	0.45	0.63
George County*	0.50	N/A
Oktibbeah County**	N/A	N/A
Ocean Springs	0.64	0.66
Cleveland Public	0.30	0.39

Total Number of Sites = 9
Total Number having Baseline and Post Data = 7
*Child moved
**Child was seen in the home

Table 12B
Ecological Checklist Data Summary

BEST PRACTICES	PERCENTAGE OF IMPROVEMENT
Skills are taught in the context of naturally occurring activities and daily routines	57% (4 of 7)
Related service utilizes an integrated therapy model rather than pull out	42% (3 of 7)
Alternative communication modes are used across program areas	71% (5 of 7)
Active family involvement is evident in program planning and implementation	42% (3 of 7)
IEP's included functional skills needed for home and community settings	42% (3 of 7)
IEP's include integrated plans for communication, motor, and cognitive development	57% (4 of 7)

Task 2 - Management & Staff Development

A Management-by-objective and a P.E.R.T. monitoring system were designed and used to manage the project.

Objective 2.1 - A performance measurement system was implemented to ensure regular progress toward project objectives and activities.

2.1.1 and 2.1.2 All forms of management, trainee, and learner data were entered into the computer management system and analyzed. This analysis provided a rapid retrieval so that data could be monitored and modifications

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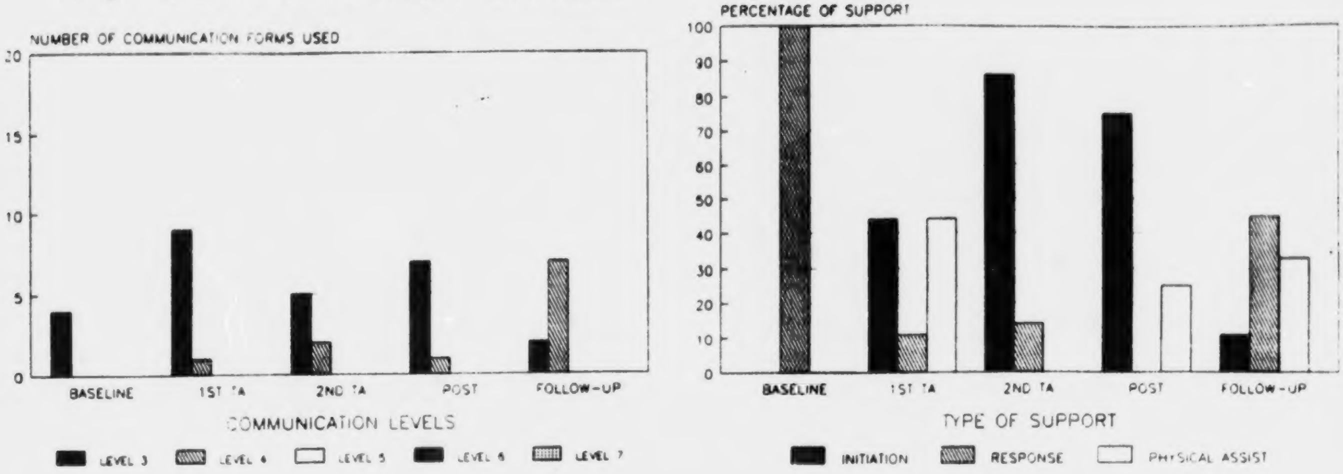
K. D. COMMUNICATION CHANGE



T. H. COMMUNICATION CHANGE

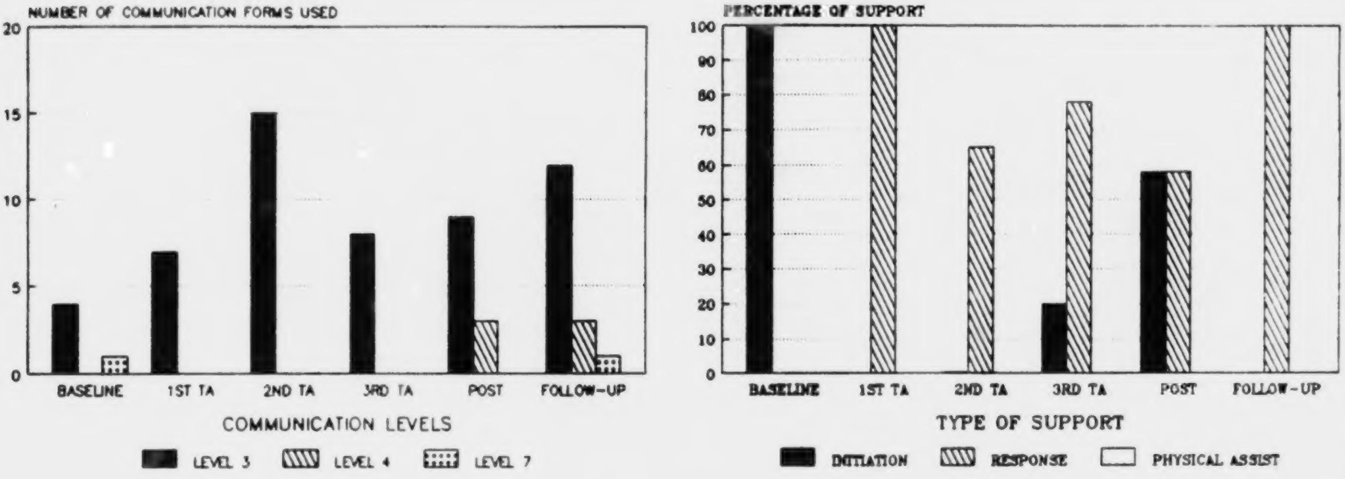
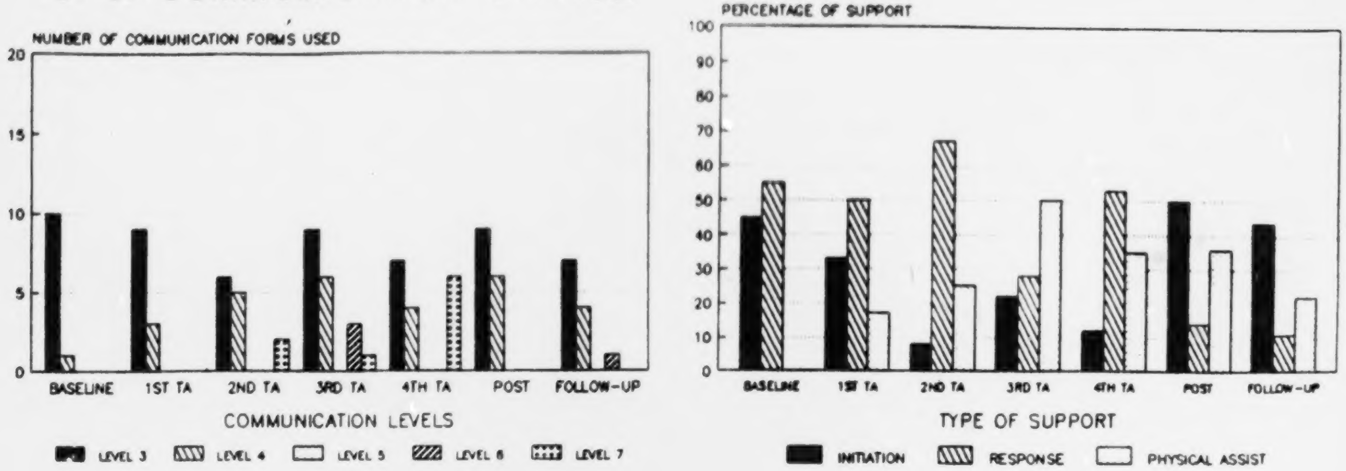


Figure 4. Prelanguage/Language Observation Measures

C. J. COMMUNICATION CHANGE



H. P. COMMUNICATION CHANGE

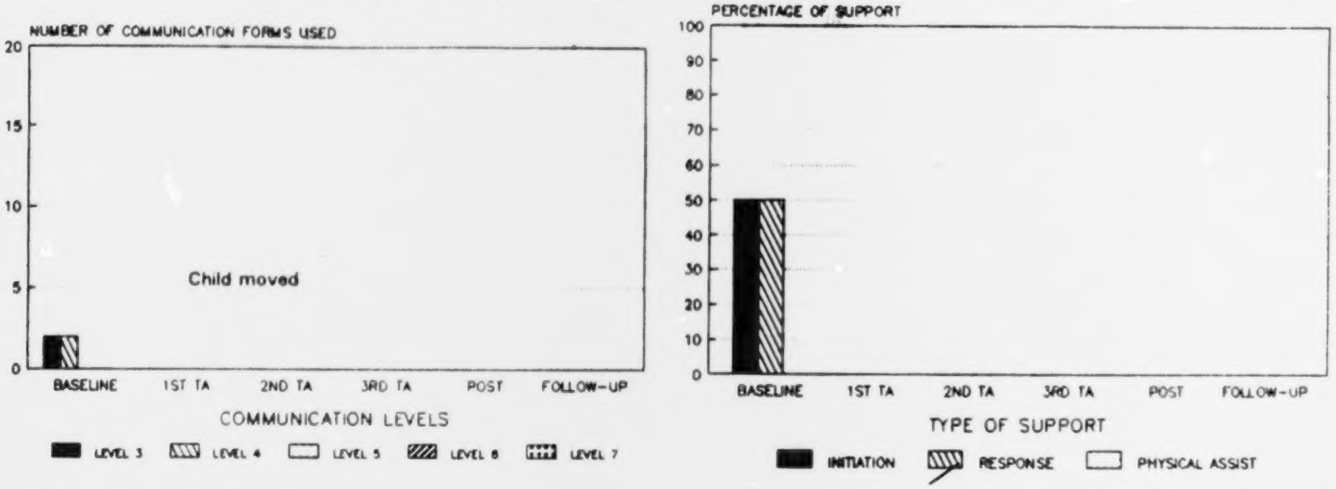
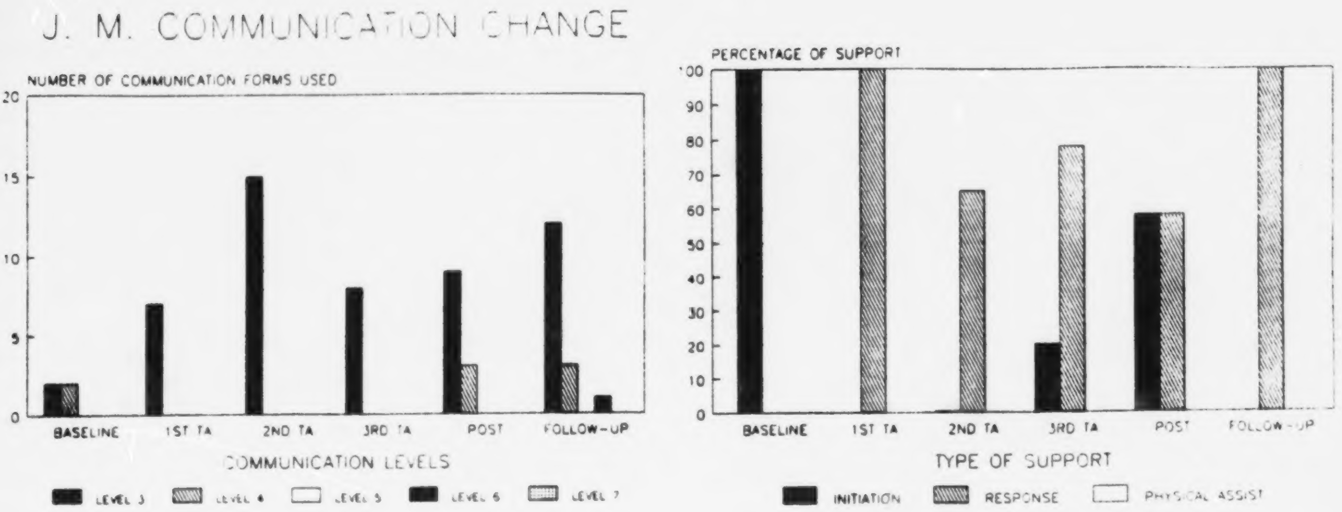


Figure 4 continued



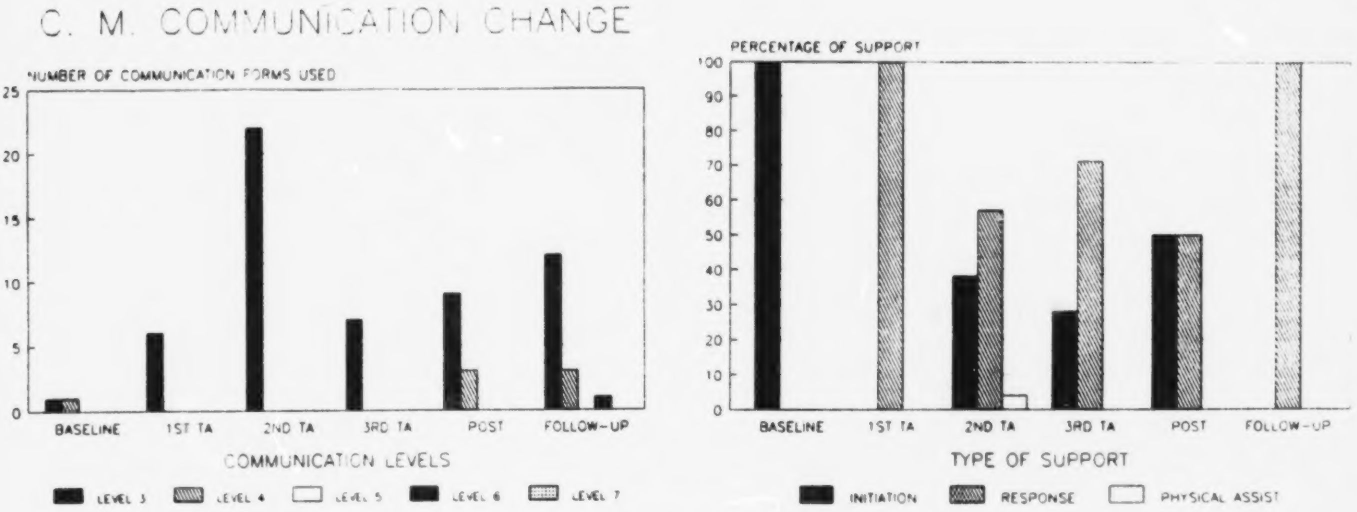
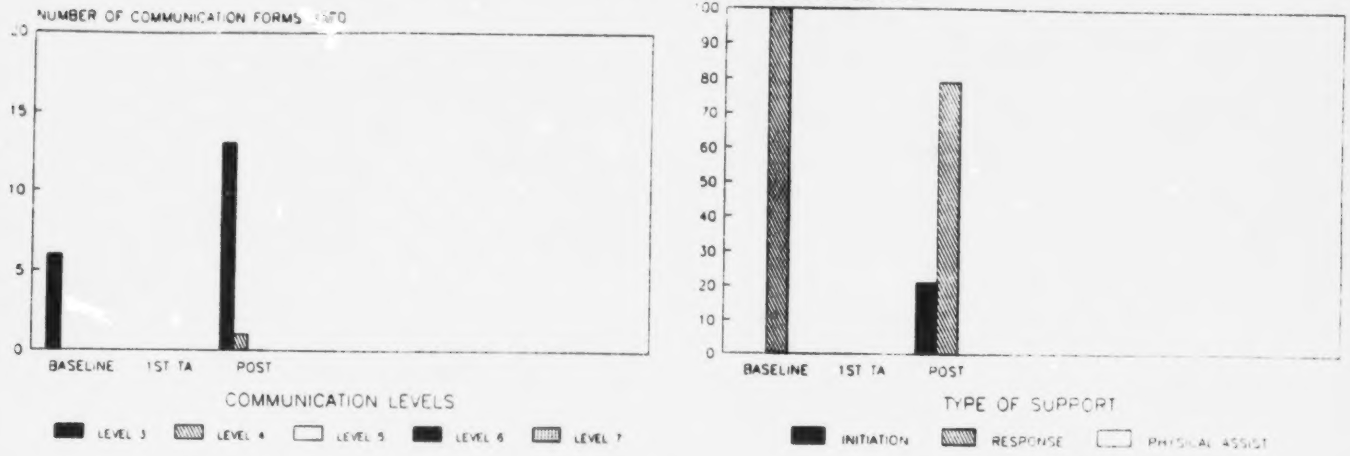


Figure 4 continued

K. P. COMMUNICATION CHANGE



C. R. COMMUNICATION CHANGE

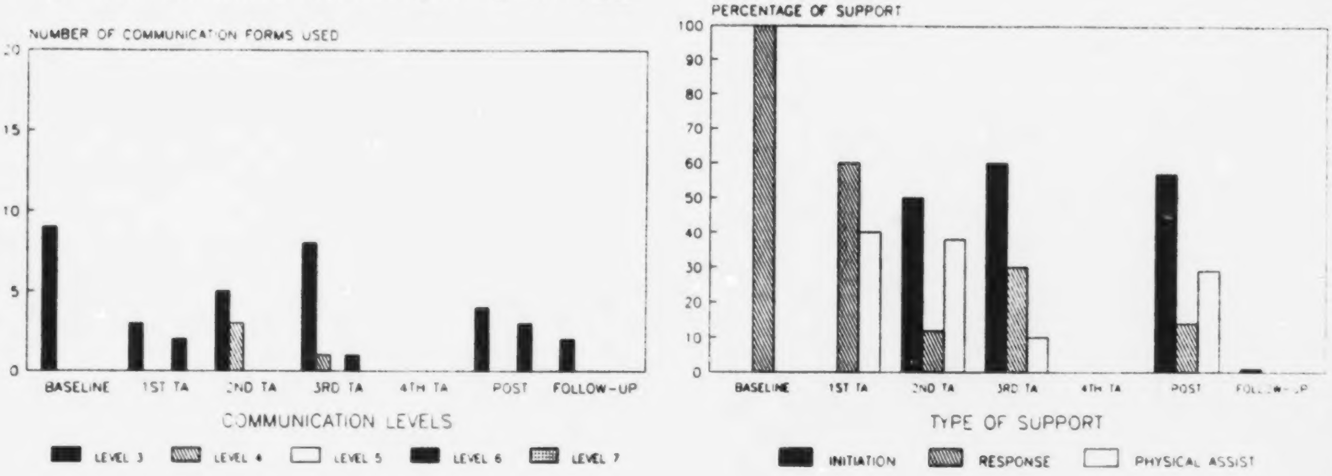


Figure 4 continued

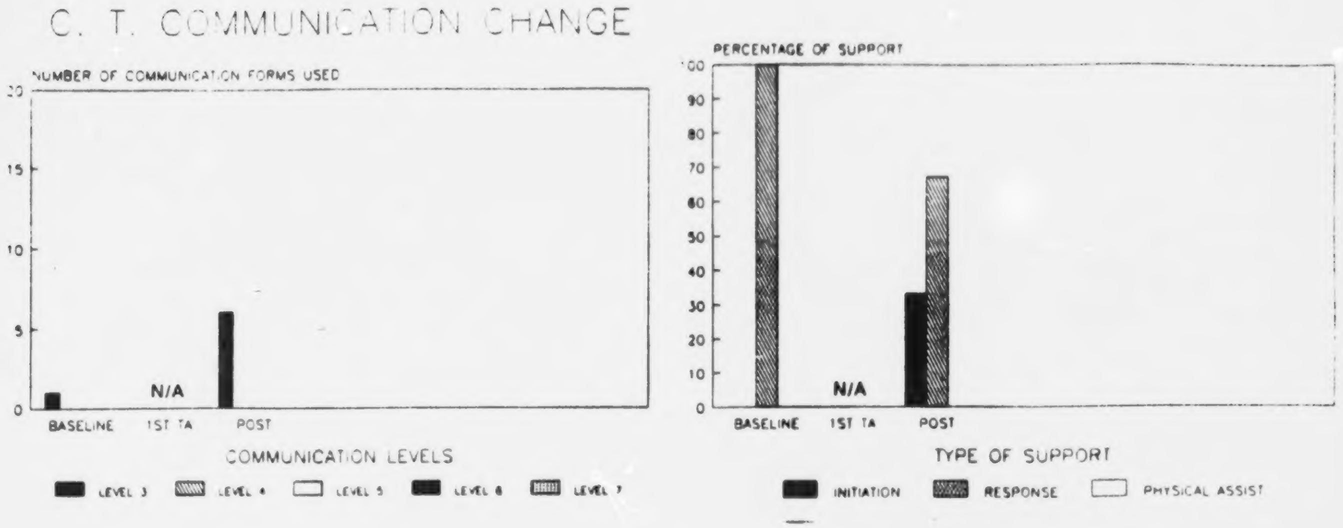


Figure 4 continued

made. The computer system also allowed for data to be analyzed in different formats to answer different questions. Each activity across each objective was further analyzed into procedural steps so that realistic timelines, strategies, and resource allocation could be made.

Objective 2.2 - Time and efforts across tasks, objectives, and activities were monitored.

2.2.1 Composite timelines were maintained. Activities specific to each objective were monitored across initiation date, duration, resources allocated, and completion time. All awareness sessions, inservice training activities, technical assistance activities and products were completed on schedule with resulting data being collected. The status of each activity and the reference to the corresponding data can be found in Figure 5. All activities were completed. The location of the final data summary is listed in the right hand column.

2.2.2 and 2.2.4 Roles and responsibilities of all staff were assigned and carried out. Kathleen Stremel served as project director. All staff were responsible to her. Dr. Rebecca Wilson coordinated all training aspects of the project. The specific roles and responsibilities of each staff member are listed below:

Principal Investigator: Kathleen Stremel, M.A.; .49FTE
- Manage overall project process and product control
- Monitor all project activities weekly
- Monitor all expenditures
- Manage cost analysis and budget systems
- Coordinate necessary resources with USM accounting and Office of Research & Sponsored Programs
- Access all necessary formal and informal resources
- Overview all dissemination products
- Implement staff-activity tracking systems
- Implement systems for staff and activity quality checks
- Provide oversight of coordination between project and collaborators
- Monitor the PERT management system on a regular basis
- Serve as the communication specialist in the assessment, development of training content, format, and activities specific to communication
- Provide direct technical assistance to the utilization sites in the area of social, communication, and functional skills
- Serve as one of the integrated training team staff
- Assist in collecting evaluation data
- Assist the project coordinator in developing and coordinating the content, format, and training activities for all program replication components.

Project Coordinator: Rebecca M. Wilson, Ph.D.; .40FTE
- Provide for daily management of the Program Replication Task activities
- Coordinate training activities with the SEA & LEAs
- Coordinate access and use of consultant and other resources
- Assist in the development of all data sources
- Maintain ongoing contact with utilization sites
- Schedule and organize all training activities and arrangements
- Provide for site selection procedures and implementation
- Assist in the development of training and dissemination materials and activities
- Plan and conduct project dissemination activities
- Organize and plan staff development activities and resources
- Serve as the educator on the integrated training team
- Assist in direct technical assistance to sites on functional curriculum and systematic instruction procedures
- Assist in the collection of evaluation data
- Coordinate follow-through activities
- Serve as a resource to other training team staff
- Participate in all staff management activities

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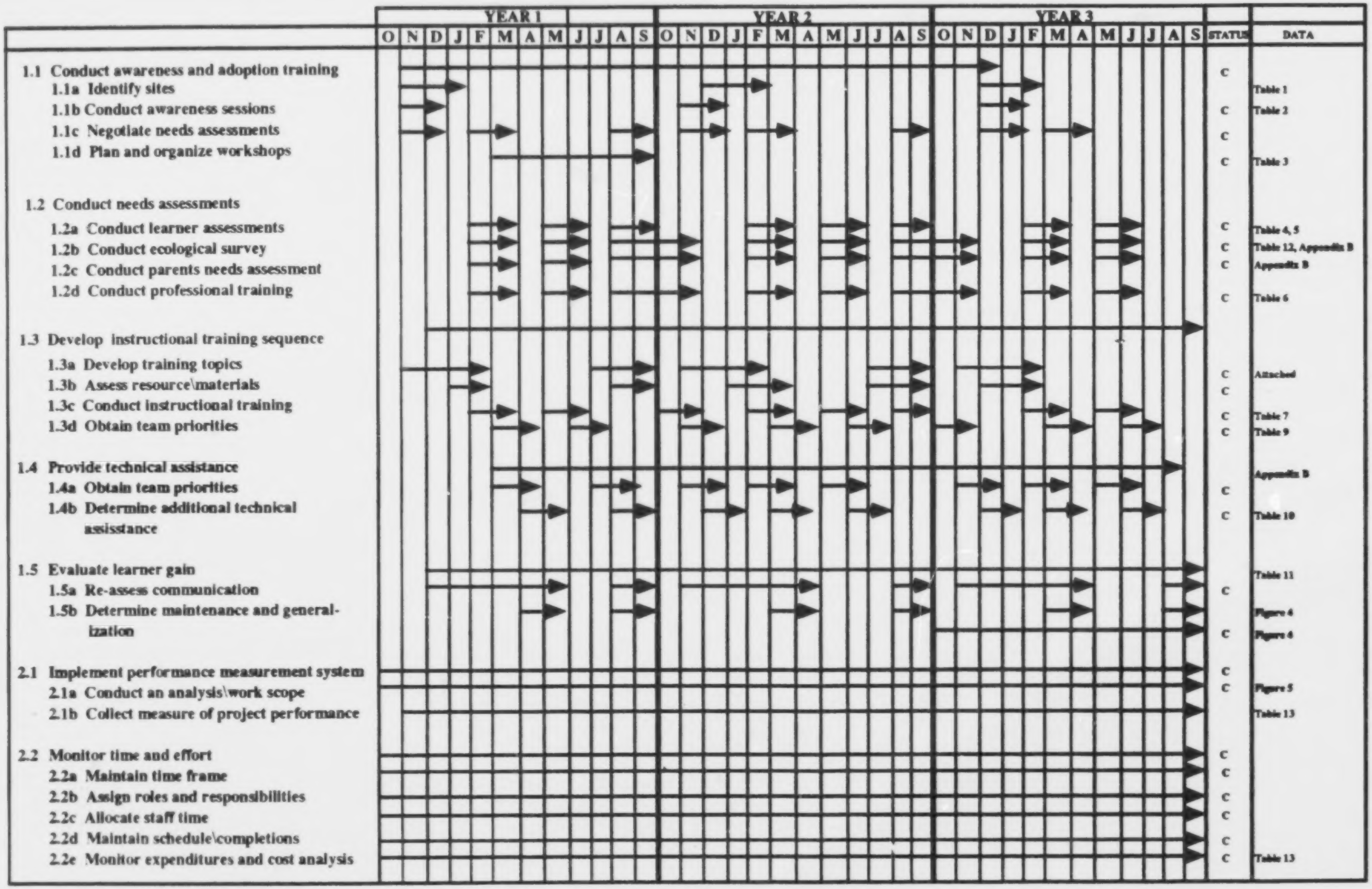

Figure 5. Timelines for Objectives and Activities

C = Completed to stated criteria
I = Incomplete

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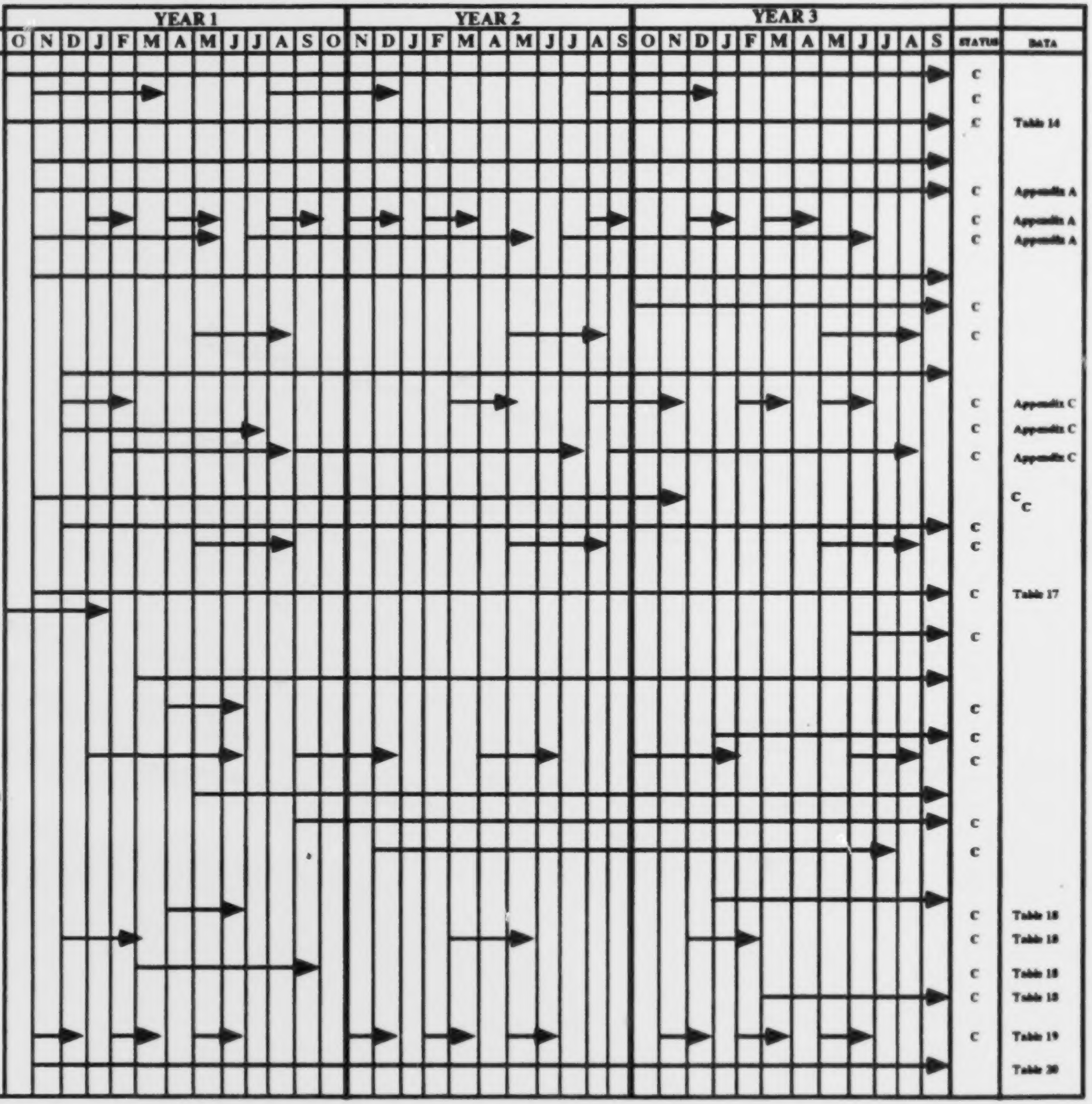

	STATUS	DATA
3.1 Coordinate selection of sites	C	
3.1a Conduct planning meetings	C	
3.1b Participate with other agencies	C	Table 14
3.2 Schedule and Coordinate program activities		
3.2a Coordinate interface procedures	C	Appendix A
3.2b Collect consent	C	Appendix A
3.2c Develop plan of coordination	C	Appendix A
3.3 Develop strategies with federal\state projects		
3.3a Coordinate activities and share findings	C	
3.3b Coordinate activities with TASH	C	
4.1 Conduct evaluation of utilization practices		
4.1a Identify design\data sources	C	Appendix C
4.1b Develop storage system	C	Appendix C
4.1c Maintain record of applications	C	Appendix C
4.2 Conduct evaluation of project achievement		C C
4.2a Implement system\data sources	C	
4.2b Develop system\data reporting	C	
4.3 Conduct cost analysis	C	Table 17
4.3a Develop cost data sources		
4.3b Analyze and report cost effectiveness	C	
5.1 Identify audiences		
5.1a Identify lead education agencies	C	
5.1b Identify federal projects	C	
5.1c Identify utilization of team contacts	C	
5.2 Develop product format, content and medium		
5.2a Complete design and development	C	
5.2b Evaluate each product	C	
5.3 Disseminate activities, products and findings		
5.3a Complete brochure	C	Table 18
5.3b Utilize UAP newsletter	C	Table 18
5.3c Organize and coordinate workshops	C	Table 18
5.3d Disseminate and utilize handbook	C	Table 18
5.3e Conduct and evaluate presentation (state and national)	C	Table 19
invited		Table 20

Figure 5. Timelines for Objectives and Activities Continued

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Integrated Training Team - Physical Therapist: Cynthia Yates (Year I and II)/Leigh Hauer (Year II and III), PTR: .20FTE
- Serve as the Physical Therapist on the training team
- Develop content, format, and training activities for inservice training
- Assist in the needs assessment process
- Provide direct technical assistance to utilization sites
- Serve as a resource to other team members in areas of motor, physical, adaptive equipment, and adaptive procedures
- Determine project needs in relation to adaptive motor equipment
- Participate in all staff management activities
- Serve as a resource to the utilization sites.

Integrated Training Team - Parent: Betty Busbea; Parent of a child with Deaf-Blindness: .15FTE
- Serve as the Parent on the integrated training team
- Develop parent training content, format, and activities for inservice training
- Assist in the coordination of activities with the parent participants
- Conduct parent needs assessments
- Serve as a resource to utilization team parents
- Provide staff training on parent-professional collaboration and family systems.

Project Assistant: Vanessa Mathis Molden; .75FTE
- Assist project coordinator in coordination efforts
- Assist project director in computer input, storage, and analysis
- Assist in all data collection and reliability efforts
- Conduct literature searches for updates
- Collect, analyze, and file video samples
- Collect materials for communication systems
- Assist in fabrication of systems
- Develop and maintain a computerized system for learner data
- Develop and maintain a computerized system for library loan of adaptive equipment, devices, and communication systems
- Assist in the preparation of dissemination materials and activities
- Assist in the coordination of scheduling and arranging for all inservice training activities
- Participate in all staff-management activities.

Clerical: Jan Holston; .50FTE
- Assist in the management of cost analysis and budget systems
- Record and store all management activities
- Assist in coordination and arrangements of activities
- Provide for word processing needs
- Assist in the preparation of reports, materials, and dissemination activities
- Assist in management procedures with USM
- Order and budget for intervention and office supplies
- Maintain staff records
- Provide for and manage all office activities and university forms with the project director
- Assist in preparation and dissemination of products.

2.2.3 Staff time across each major project task and function was tracked. These data have also been used to provide a cost analysis specific to the major objectives of the project. The time of each project staff person is provided in Table 13.

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Table 13
Average Staff Time Across Task (Year 1-3)

	Mgt	Coord & Cooper	Staff Meetings	Direct Ass & Interven	Dissem	Data Analysis	Travel	Product Develop	Other	Cumm. Totals
Kathleen Stremel, Director (.49FTE)	392	670	180	509	191	62	841	343	272	3,460
Rebecca Wilson, Coordinator (.40FTE)	11	1393	215	499	246	436	372	311	254	3,737
Betty Busbea, Parent Coord (.15FTE)	0	126	39	468	172	0	164	127	204	1,300
Lorie Hollingshead, Trainer (.50FTE)	0	3	3	17	0	0	39	10	46	118
Vanessa Molden, Assistant (.75FTE)	477	315	44	130	0	1237	48	647	1170	4,068
Jan Holston, Secretary (.50FTE)	561	1194	3	0	0	0	30	540	1175	3,500

2.2.5 Budget expenditures were monitored. All budget expenditures were imputed into a spread sheet by the project staff person on a weekly basis. A budget analysis was also provided to the project staff by the University Accounting Department. The costs are also provided in the cost analysis across major objectives. Approximately $4,800 was not expended. The majority of these unspent funds were from teacher reimbursement and respite costs. Parents brought their children and the majority of the school districts did not bill the project.

Objective 2.3 - Resources were used to maintain staff development and project effectiveness. The "teaming" of the project staff served as their major staff development activity in that each staff person gained knowledge and skill in a different area. Each staff person was required to keep abreast of advances and research in their area and share this. Staff were also allowed to take courses through the University program of staff development and growth.

2.3.1 Regular staff meetings and staff development were conducted. Staff meetings were held on a regular basis. Coordination of training, management, cooperation, and dissemination activities were conducted weekly through informal meetings between relevant staff. Staff also had the opportunity to attend state workshops and conferences. Newsletters and articles were circulated among staff. A resource library was organized for staff and training use.

2.3.2 Non-project staff and resources were utilized. Consultants in the areas of technology, orientation and mobility, audiology, and occupational therapy were utilized for staff development and for learner needs. Additional resources were obtained from the University Affiliated Program and from the Department of Special Education.

Task 3 - Coordination and Cooperation

The effectiveness of any project is highly dependent on the level of coordination of activities at the local and state level. Coordination activities included those central to the project as well as those more specific to agency relations and statewide systemic change.

Objective 3.1 - Coordination with state agencies was accomplished. Major coordination activities were between the State Department of Education, Local Education Agencies, and parents. Staff also participated in many state agency functions specific to systemic change and indirectly related to project activities. The major coordination activities included the following agencies and organizations:

- State Department of Education
- State Department of Health
- The Arc-Mississippi
- Governor's Task Force on Developmental Disabilities
- Governor's Interagency Coordinating Council
- Coalition for Persons with Disabilities
- Mississippi TASH
- Family & Parent Network
- CEC-DEC
- Head Start.

Objective 3.2 and 3.3 - Coordinate project activities with local, state, and federal agencies and relevant federal projects. Both the program developer and principals of each site were critical in planning and development areas. Coordination data were collected by each staff person on a daily basis. These data were analyzed weekly. No negative responses were received regarding project activities and strategies. Many school districts sent at least one additional staff person to attend inservice training at no cost to the project. Whereas the project projected the budget to pay for substitutes and sent a number of reminders to the school districts, only three school districts billed the project. Each federal project and Title VI-C grant was sent a copy of the project's module. Table 14 shows the different coordination activities across the three-year grant period.

Table 14
Coordination and Cooperation Contacts

	YEAR 1	YEAR 2	YEAR 3	CUMM. TOTAL
Project	208	938	624	1,770
State	87	151	140	378
Regional	39	87	71	197
Federal	31	45	126	202
TOTAL	365	1,221	961	2,547

Task 4 - Evaluation

Each project objective was evaluated on a goal attainment scale. The overall results are presented in Table 15. These data indicate that the project outcomes exceeded those that were anticipated in the original proposal. For example, a score of 0 indicates that the specific objective was achieved according to the anticipated measurable outcome; a score of +1 or +2 indicates an increasingly larger attainment of the objective.

Data were also collected for the levels of formative and summative evaluation (Table 16). These data are reported across the following categories of change:

1. Documentation of degree/time
2. Satisfaction of activity
3. Change in knowledge/skill
4. Implementation
5. Learner change.

Table 15
Evaluation by Objective

OBJECTIVE	PERSON RESPONSIBLE	DATE INITIATED/ COMPLETED	ANTICIPATED & MEASURABLE OUTCOMES	DEGREE OF ACTUAL OUTCOME					
				-2	-1	0	+1	+2	FINAL
1.1 Conduct awareness/ adoption training for LEA's	Director/ Coordinator	November, 1989 November, 1992	8 sites will elect to participate	6	7	8			8+
1.2 Conduct on-site needs assessment	Coordinator	January, 1990 January, 1992	All team members participate	75%	80%	85%	90%	100%	100% Completed
1.3 Conduct inservice training	Coordinator	February, 1990 April, 1992	85% competency across each training competency	75%	80%	85%	90%	100%	100%
1.4 Conduct technical assistance training	Coordinator	March, 1990 April, 1992	85% of sites implementing four practices	75%	80%	85%	90%	100%	90%
1.5 Evaluate learner gains/maintenance	Director	February, 1990 September, 1992	80% of learners will demonstrate gains	60%	73%	80%	87%	100%	100%
2.1 Implement performance measurement system	Director	October, 1989 October, 1992	PERT management by activity initiated, completed	80%	85%	90%	95%	100%	95% Activities on time
2.2 Time and efforts toward task	Director/ Staff	October, 1989 October, 1992	Staff time/data/activity completion on file	80%	85%	90%	95%	100%	100% Completed-monitored
2.3 Manage staff training	Coordinator	November, 1989	a) McCallon rating of 6.0	4.0	5.0	6.0	6.5	7.0	6.5 Satisfaction of training
		May, 1992	b) Competency gains	75%	80%	85%	90%	100%	90%
3.1 Coordinate site selection	Coordinator	November, 1989 January, 1992	12 sites interested	8	10	12	14	16	16
3.2 Coordinate training activities	Coordinator	January, 1990 September, 1992	90% conducted in timeframe	80%	85%	90%	95%	100%	100%
3.3 Coordinate with other State & Federal agencies	Director	October, 1989 September, 1992	Number of positive outcomes divided by number of positive plus negative outcomes (complaints, concerns)	75%	80%	85%	90%	95%	95%
4.1 Evaluate utilization of practices	Director	March, 1990 April, 1992	a) Overall competency ratings	75%	80%	85%	90%	100%	88%
			b) PCI of learner gain >1.00	.50	.75	1.0	2.0	3.0+	3.0+
4.2 Evaluate project task achievements	Director/ Coordinator	October, 1989 September, 1992	90% of each level of formative/summative completed	80%	85%	90%	95%	100%	90%
4.3 Conduct cost analysis	Director/ Clerical	October, 1989 October, 1992	Costs collected across site/activity						Actual costs per activity/site
5.1 Identification of sites for dissemination	Coordinator	May, 1990 July, 1992	Information/products to 25 LEA's	15	20	25	30	35	35
5.2 Organize and coordinate	Coordinator/ Consultant	April, 1990 August, 1990	McCallon satisfaction 5.0	3.0	4.0	5.0	6.0	7.0	6.8
5.3 Develop Utilization Handbook and materials	Director	May, 1991 May, 1992	50 requests for product	10	30	50	70	90	90

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Table 16
Levels of Formative and Summative Evaluation

TYPE OF EVALUATION	DOCUMENTATION OF DEGREE/TIME	SATISFACTION OR QUALITY	CHANGE IN KNOWLEDGE/SKILL	IMPLEMENTATION	LEARNER CHANGE
TASK 1 - PROGRAM REPLICATION					
Awareness/Adoption	Table 1 and Table 2	Table 9A and Table 9B			
Needs Assessment	Table 6	9 Parents	Table 6	Communication Plan - Appendix B	Table 11 and Appendix B
Inservice Training	According to timelines - Figure 5	Table 9A and Table 9B	Table 8	Appendix B	Appendix B
Technical Assistance	Table 10	Complete Year 1 and Year 2	Table 12A	Table 12A and Table 12B	Table 11, Appendix B and Figure 4
Follow-Through	Table 10	On file		On file	Figure 4
TASK 2 - MANAGEMENT					
Project Administration	P.E.R.T. Complete	Regular meetings held	Project products		
Staff Training	2 Technology 1 Motor Assessment 1 Orientation/Mobility	McCallon Score >6.5	Pre-Posttest not completed	Implemented in planning	
Staff Performance	Figure 5	Agendas of meetings on file and Table 13		Figure 5 - Timelines	
TASK 3 - COORDINATION AND COOPERATION					
LEA	Table 14	On file		9 Integrated Teams	
Service Providers	Table 14	Communication Plan and T.A. visits	Table 12A	Communication Plans and Appendix B	
Relevant Agency	Table 14	Table 18			
TASK 4 - DISSEMINATION					
Inservice	Table 18	Table 20	Table 19	Videotapes on file	
Product Development	Figure 5	Completed	12		
Dissemination	Table 21	Completed	On file	Table 21	On file

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A cost analysis of the project across the major objectives is found in Table 17. Unexpended project funds include: (a) those for which raises were projected but not approved until July, 1992, (b) substitute pay for training sites. The majority of the LEA's did not bill the project for substitute pay even though reminders were sent.

Table 17
Cost Analysis Data

	TOTAL COST PER TASK
Management	17,797
Coordination & Cooperation	55,364
Staff Meetings	9,772
Inservice Training & Technical Assistance	29,649
Dissemination	18,634
Data Analysis/Evaluation	21,920
Travel	30,428
Product Development	25,943
Other	32,856
TOTAL COST	$242,361

Task 5 - Dissemination

Three major types of dissemination activities occurred. First, awareness activities and project activities were disseminated statewide. Second, project activities were also presented at national conferences, project director's meetings, and upon invitation. Project products were often requested as a result of these activities. All dissemination products and activities are presented in Table 18. Over 3,000 persons were impacted across the three years of the project. The third type of project activity was product development and publications. These activities are outlined in accordance with the dissemination plan (Table 19). Change of knowledge and satisfaction measures for dissemination activities are provided in Tables 20A and 20B. Over 4,000 products (formerly developed and project developed) were disseminated (Table 21).

Table 18
Project Staff Dissemination of Products Through Inservice Trainings and Workshops

YEAR 1	PROJECT	STATE	REGIONAL	NATIONAL	TOTAL
Number of sites	20	8	9	3	40
Number of persons impacted					
Professionals	113	212	329	112	766
Parents	9	5	28	0	42
Other	25	0	9	0	34
YEAR 2	**PROJECT**	**STATE**	**REGIONAL**	**NATIONAL**	**TOTAL**
Number of sites	53	47	10	2	112
Number of persons impacted					
Professionals	344	466	397	19	1226
Parents	52	80	22	0	154
Other	27	68	0	0	95
YEAR 3	PROJECT	STATE	REGIONAL	NATIONAL	TOTAL
Number of sites	4	10	10	10	34
Number of persons impacted					
Professionals	13	99	263	236	611
Parents	6	25	36	24	91
Other	2	27	0	0	29
CUMULATIVE TOTALS	PROJECT	STATE	REGIONAL	NATIONAL	TOTAL
Number of sites	77	65	29	15	186
Number of persons impacted					
Professionals	470	777	989	367	2603
Parents	67	90	86	0	243
Other	54	95	9	0	158
Total Number of People Impacted					3004

Table 19
Dissemination Plan

Project Brochure	Special Educators, School districts, Parent Groups, University Training Programs	Information on available activities of project services, resources and programs	Print	July, 1990	200
Mediated Awareness presentation	SEA, LEA, DD Programs, parents, University, Conferences, Workshops	Inservice Training Development, Strategies, Current findings	Slide/Video Overview of Training Components	February, 1990 and September, 1992	+5 presentations each year (Table 18)
Statewide Workshop	LEA's/Parents, SEA, DD Programs, Special Education Programs, Regular Education, Head Start	Integrated Teams/communication intervention	Presentations/demonstration/Panel/Cracker Barrel	August, 1990	+200 participants (Table 3)
Utilization Handbook	LEA's, Federal Project	Objectives, activities, procedures, evaluations fur each selected practice	Print and video	February, 1992 and September, 1992	50
Modules • Communication (Revised) • Integrated Team Planning • Functional Curriculum • Personal Futures Planning		Objectives, activities, procedures, evaluations for each selected practice	Print	February, 1992 and September, 1992	
Book Chapter/Article • Project Insite Intervenor Manual • Forward • Chapter - American Federation for the Blind • Article - American Speech and Hearing Association • Chapter - Haring and Billingsly Text	Professional peers	Integrating communication objectives in functional routines	Print	June, 1992	
Reports Specified by SEP • Continuation Report • Continuation Report • Final Report	SEP, SEA, AMPS	Objectives, Status findings and as required	Print	October, 1992	

Additional dissemination products included: (a) a foreword to a published text, (b) a chapter in the American Federation of the Blind manuscript, (c) an article (Nov. 1991) in American Speech and Hearing Association, (d) a chapter in Haring & Billingsly text on dual sensory impairments, and (e) Project Insite - Intervener Manual.

Table 20A
National Dissemination Overall Pretest and Posttest Results

Pretest	35%
Posttest	83%
Change	48%

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Table 20B

Change of Knowledge and Satisfaction Measures

	New Orleans LA 3/23/90	New Jersey 7/9-11/90	Houston TX 7/24-25/90	Lake Charles LA 11/ /90	Montana 3/1-2/91	Delaware 6/26-28/91	New Jersey 7/30/91	Delaware 6/22/92	Delaware 6/23/92	Delaware 6/24/92	New Jersey 7/ /92	**Mean of Each Question**
Organization	6.63	6.88	6.83	6.71	6.60	6.30	6.30	6.30	6.20	6.60	6.50	**6.76**
Objectives of Workshop	6.55	6.75	6.87	6.67	6.70	6.40	6.30	6.60	6.20	6.60	6.64	**6.71**
Presentations	6.88	7.00	6.96	6.86	6.90	6.57	6.60	6.70	6.30	6.80	6.78	**6.92**
Schedule of Workshop	6.34	6.25	6.09	6.57	6.20	6.26	6.20	6.50	6.20	6.70	6.64	**6.31**
Scope of Material	6.55	6.81	6.61	6.63	6.80	6.10	6.10	6.50	5.90	6.60	6.57	**6.65**
Info in Handouts	6.66	6.81	6.78	6.47	6.80	6.63	5.80	6.50	6.10	6.70	6.64	**6.68**
Overall	6.73	6.94	6.87	6.61	6.50	6.50	6.20	6.20	6.20	6.80	6.71	**6.79**
OVERALL MEAN	**6.62**	**6.78**	**6.71**	**6.65**	**6.64**	**6.39**	**6.21**	**6.47**	**6.16**	**6.69**	**6.64**	**6.54**
# OF PARTICIPANTS	**64**	**16**	**23**	**117**	**34**	**29**	**15**	**15**	**14**	**13**	**14**	
TOTAL # OF PARTICIPANTS	354											

NOTE: The following are participants satisfaction of presentations using a satisfaction measure other than the McCallon

	OVERALL MEAN
POINT CLEAR, AL 5/31/90	6.07 (Scale 1-7)
LITTLE ROCK, AK 8/16/90	4.67 (Scale 1-5)

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Table 21
Dissemination of Products

PRODUCTS	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NJ
A Workbook for Developing Communication	1	1	1	50	69	1	17	25	4	50	33		2	1	1	1	1	1	200	1	100	1	1	2	18	1	42	1	2	1	35
Functional Curriculum Module																															
Integrated Team Programming Module																															
Futures Planning Module																															
Communication Systems and Routines: A Decision Making Process	1		3	3	5	1			1	3	2	1	1	3		1	5	1	2		3		1	3	3	1	9				1
Adapt A Strategy Booklets Series • Receptive Communication • Expressive Communication • Motor Development • Interaction	6	14	4	9	44	1	1		8		1								98		1		3	4	202	1	1	1	3		1
A Process for Service Delivery				1	1				4										4						8						
Tips for Teachers • Adaptive Switches • Feeding Skills • Partial Participation • Cerebral Palsy • Seizures • Adapting Toys • Primitive Reflexes • Genetic Disorders	8			24					11										78						47						
Developing Communication: A Manual for Children with Deaf Blindness																															
Family Routine Training Tapes LEISURE • Swimming DAILY LIVING • Feeding • Undressing/Bathing • Dressing COMMUNITY/SOCIAL • Peer Interaction																									1						

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Table 21 Continued

PRODUCTS	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	CANADA	AUSTRALIA	WEST INDIES	INDIA	DEAF-BLIND TV	TOTALS
A Workbook for Developing Communication	24	27	2	1	82	1	1	4	1	27	1	2	42	2	1	1	1	1	1	1		1	1		1500 (TV)	**2389**
Functional Curriculum Module																									1500 (TV)	**1500**
Integrated Team Programming Module																										
Future's Planning Module																										
Communication Systems and Routines A Decision-Making Process	16	8	11		3		8	5	1	1			3	3	1	2	4		1						1500 (TV)	**1621**
Adapt A Strategy Booklet Series • Receptive Communication • Expressive Communication • Motor Development • Interaction	21	8	4	1			6	19	1			2	2	4	3	1	2	2			4	2	1	5		**490**
A Process for Service Delivery		2	2					2						2												**26**
Tips for Teachers • Adaptive Switches • Feeding Skills • Partial Participation • Cerebral Palsy • Seizures • Adapting Toys • Primitive Reflexes • Genetic Disorders																										**168**
Developing Communication: A Manual for Children with Deaf-Blindness																										
Family Routine Training Tapes* LEISURE • Swimming DAILY LIVING • Feeding • Undressing/Bathing • Dressing COMMUNITY/SOCIAL • Peer Interaction																										**1**

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IV. CONCLUSION

Throughout this document the outcomes of the project have been presented. In addition to the quantifiable data, there are a number of additional outcomes to be presented providing additional information that may be helpful to others providing training in future settings. Many of these outcomes were positive and contributed to the success of the project. In addition, the project staff identified specific challenges to be addressed in future projects designated to train parent and professionals teams serving learners with dual sensory impairments.

First and foremost, the parental and professional participation in the team planning was the most positive outcome of the project. In every site, the parent(s) had never met with the entire team of professionals serving their child. This team focus allowed the target learner to be addressed as a whole child with an emphasis on his communication. Two important features of this outcome are based upon the project's emphasis on parental involvement including the position of Parent Coordinator staffed by a parent and arranging child care to enable families to come and bring their children with them. Having the target learner available during the inservice training enabled the staff to provide demonstrations and modeling of assessment, learning strategies and learner preference for activities and materials. Interviewing the parents that participated in the project revealed they had all greatly increased their knowledge of communication and strategies in communicating with their child. Parents also reported that they perceived their child's teachers had a better understanding of their child and the type of curriculum and communication plans necessary for an effective program.

A more global outcome of the project was the introduction of technology to parents and service providers. The majority of the project participants had not encountered the use of switches, choice boxes, calling devices and other low tech materials that could inexpensively provide needed alternatives for communication and interaction. By including the use of such materials in conjunction with the training in communication, learners were able to utilize the technology for specific outcomes.

Specific to communication, the additional outcomes have been most significant: (1) parents and professionals related testimony to the increased understanding of the learners attempts to communicate, (2) peers quickly picked up on the use of cues and interacted as never before, and (3) communication training became a related service without the constraints of the discrepancy model of eligibility in the third largest school district in the state. This administrative decision based on the training provided by the project provided learners with services that had previously been denied.

In retrospect, there are challenges that the project staff have identified to combat some of the problems that still exist. In the majority of sites the gap still exists between best practices and current practices. Perhaps the assessment of needs should be reviewed with alternatives developed to allow the trainee the opportunity to preview videotapes of best practices before defining their own needs. Such practices as inclusion, integrated teaming, community based training, systematic teaching and classroom management remain a future phenomenon. To instill such concepts as common practice will require intensive inservice and technical assistance. Technical assistance must increase and include entire days of demonstrating and modeling, perhaps taking over the entire class for a period of time.

As discussed previously, parent participation was a very positive outcome of the project. But, the need remains for parents to be included on an equal partnership basis. Without this partnership, the future plans of the learners with dual sensory impairments remain out of reach. Schools must begin to actively seek strategies to include parents as equal partners and implement as common practice the team concept the law has espoused for over a decade.

Appendix A

Narrowing the Gap Between Best Practices and Current Practices

NARROWING THE GAP

BETWEEN BEST PRACTICES AND CURRENT PRACTICES

An Inservice Training Outline for Related Service Teams Serving Learners with Dual Sensory Impairments

Appendix A

PR# H086L90010

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INTRODUCTION

This process manual is intended for use by professionals providing integrated team services to learners with dual sensory or multiple disabilities to assist others in Narrowing the Gap between Best Practices and Current Practices. The intent of this manual is to provide a useful document utilizing a checklist format that will provide trainers with a guideline when providing in-service training and technical assistance. This manual is a product of a federal deaf-blind special services grant that provided in-service training and technical assistance to nine local educational sites serving young children with dual sensory impairments.

Additional products of the project are a series of training modules that provide detailed trainer guidelines and trainee workbooks describing best practices as they relate to learners with hearing/vision/multiple disabilities. The training modules include:

- Communication
- Functional Curricular Content
- Future's Planning
- Integrated Team Programming

The training modules to accompany this process manual are available upon request. However, this process manual may be used with any training content.

This manual was produced under HO86L90010 - An Integrated Parent-Teacher-Related Service Team Approach to Communication for Children with Dual Sensory Impairments. The grant was awarded from the Office of Special Education and Rehabilitation, United States Department of Education to the Department of Special Education, University of Southern Mississippi. The information and views presented herein do not necessarily reflect the position or policy of the Office of Special Education, and no official endorsement can be inferred. AA/EOE

IN-SERVICE TRAINING

In-service training is a very broad concept with many different facets to be addressed for a successful outcome. The project identified the following levels of in-service training and addresses each level in this process manual:

- **Awareness Training** - At this level the participant is made aware of the best practices, as well as the specific expectations of the in-service training process. It is good practice to let everyone know what is expected of them and what can be expected of the trainers.

- **Knowledge Training** - This part of the process focuses on the training of information. Knowledge training utilizes a lecture/activity format to convey the information. Knowledge training must be tailored to the individual level of the participants.

- **Skill Training** - Often this level of in-service training is neglected or participants are expected to transcend the gap between knowledge and skill training on their own. Skill training is vital to bridging the gap between best practices and current practices.

- **Implementation Training** - The most complex level of training is that of implementation. It is the combination of all levels of in-service training. Implementation requires intensive training to put knowledge and skills into practice.

The Communication Intervention Project provided in-service training to parent-teacher-related service teams from local school districts providing intervention services to young children with dual sensory impairments. This training focused on using the integrated team approach to develop the child's communication system. Parents, teachers, and related service personnel were provided intensive knowledge and skill-level in-service training. Follow-up technical assistance was offered to the team in the classroom or home on a regular basis for three months. This technical assistance was provided to assist the team in implementing the communication plan designed during the knowledge and skill-level training.

This process manual contains both a brief and an in-depth outline of the steps taken during the in-service training conducted by the Communication Intervention Project. To help the reader follow the process, the outline is divided into the following three sections:

- Initial Phase
- In-service Training Phase
- Technical Assistance Phase

Date Completed	Person Responsible	GENERAL PROCESS CHECKLIST
		I. INITIAL PHASE
		A. Project Awareness
________	________	1. Develop brochures, posters and presentations
________	________	2. Conduct a dissemination campaign
		B. Site Selection
________	________	1. Initiate contact
________	________	2. Conduct preliminary phone interview
________	________	3. Provide awareness presentation
________	________	4. Determine agreement to participate
		II. IN-SERVICE TRAINING PHASE
		A. Pre In-Service Training Activities
________	________	1. Schedule baseline data collection
________	________	2. Obtain parent permission for participation and videotaping
________	________	3. Conduct pretest measures and assessments
________	________	4. Schedule training including location, dates and times
________	________	5. Secure rooms for training and child care
________	________	6. Arrange for child care
________	________	7. Arrange for consultants
________	________	8. Secure lodging for participants
________	________	9. Inform all participants through written correspondence
________	________	10. Develop agenda
________	________	11. Secure equipment and materials
________	________	12. Secure child care needs
________	________	13. Arrange meals for participants, children and child care providers
		B. In-service Training Activities
________	________	1. Welcome participants as they arrive
________	________	2. Provide refreshments for morning and afternoon sessions
________	________	3. Introduce all members of the training staff, participants and visitors
________	________	4. Announce any general information to the participants
________	________	5. Provide participants with an overview of the training
________	________	6. Collect pretest data
________	________	7. Conduct workshop
________	________	8. Collect posttest measures and McCallon Satisfaction measures
________	________	9. Collect reimbursement forms
		C. Post In-Service Training Activities
________	________	1. Send follow-up correspondence to all participants
________	________	2. Contact administrators to discuss training outcomes

Date Completed	Person Responsible	GENERAL PROCESS CHECKLIST
		III. TECHNICAL ASSISTANCE PHASE
		A. First Technical Assistance Visit
		1. Schedule the initial technical assistance visit
		2. Confirm all dates, times and outcome goal through written correspondence
		3. Model and videotape strategies to increase learner skill
		4. Collect ongoing evaluation data
		5. Provide a written description of the strategies
		6. Schedule the second technical assistance visit
		B. Second Technical Assistance Visit
		1. Confirm in writing the date, time, and outcome goal
		2. Use the coaching procedures to role release intervention strategies
		3. Videotape the session
		4. Collect ongoing evaluation data
		5. Schedule the third technical assistance visit
		C. Third Technical Assistance Visit
		1. Confirm in writing the date, time and outcome
		2. Review with the team the data collection forms and procedures
		3. Collect ongoing assessment data
		4. Videotape the session
		5. Provide a written description of the session
		6. Schedule the final technical assistance visit
		D. Final Technical Assistance Visit
		1. Confirm in writing the date, time and outcome goal for the final visit
		2. Identify additional learner(s) for communication plan development
		3. Facilitate the planning team meeting
		4. Provide written strategies for implementing the plans
		5. Collect posttest evaluation data
		E. Follow-up Visit
		1. Schedule a follow up visit to assess maintenance
		2. Confirm in writing the date, time and outcome
		3. Collect evaluation data
		4. Videotape the session
		5. Provide written strategies for specific targets noted in the data collection
		6. Collect Satisfaction data

I. INITIAL PHASE

The following information is an outline of suggestions that have been found successful in locating local educational agency related service teams providing intervention services to students with dual sensory impairments or multiple disabilities. These teams can vary from district to district, but in general they are comprised of the target learner (student with dual sensory impairment/multiple disability), parent(s), teacher(s) (special education and regular education) and all related service providers (audiologist, speech pathologist, physical therapist, occupational therapist, vision/hearing specialist, orientation and mobility specialist, etc.).

A. PROJECT AWARENESS

1. Develop Brochures, Posters, and Presentations
    a. Describe project (goals and objectives)
    b. List criteria for participation
    c. Include project contact person (phone number and address)
    d. Design a return form for interested participants

2. Conduct a Dissemination Blitz
    a. Mail letters and brochures to:
        - Special Education Coordinators
        - Agencies with services for persons with disabilities
        - Health Department (local and state)
        - Mental Health (local and state)
        - Vocational Rehabilitation
        - Parent Organizations and Training Centers
        - The Arc
        - Protection and Advocacy Center
        - Deaf-Blind Registry Listings
        - Professional Organizations
        - Council for Exceptional Children
        - The Association for Persons with Severe Handicaps

    b. Submit articles for newsletters to:
        - Parent Organizations
        - University Affiliated Programs
        - Professional Organizations

    c. Present awareness sessions at conferences, such as:
        - Council for Exceptional Children
        - Parent Organizations
        - The Arc

- Organization for Special Education Administrators
- The Association for Persons with Severe Handicaps
- Local Interagency Coordinating Councils
- Agency conferences
- Early Childhood
- Infant and Toddler Program
- Title 622 Programs
- IDEA Programs

B. SITE SELECTION

1. Initiate Contact

Follow up on any and all potential sites with a letter announcing the Project's interest in working with their team. Potential sites may be person(s) who returned the completed form found in the brochure, the person who asked questions during a conference session, a parent seeking services and other interested parties.

2. Conduct Preliminary Phone Interview

A phone interview should be conducted with an administrator, teacher and parent. Each interview provides a different perspective of a team's current practices, possible needs and feedback concerning practices, such as community based instruction, inclusion and integrated teaming. A sample of each type of interview is included in Exhibit 1.

3. Provide Awareness Presentation

The project staff should travel to the various interested sites to provide an overview of the project. This face-to-face interaction allows both the project staff and the site team to discuss questions and concerns. Topics included in the presentation include:

- Introduction of project staff
- Introduction of site team
- Major goals of the project
- Sequence of the training
- Roles and responsibilities of the project staff
- Roles and responsibilities of the site team
- Data collection procedures
- Videotape of best practices
- Reporting of aversive management techniques
- Financial obligations

4. Determine Agreement to Participate

Following the awareness presentation the local education agency related service team is encouraged to meet and discuss participation in the project. Parental membership on the team is advocated and supported by the project. Once a site team has decided to participate, follow up phone calls and letters are sent to parents and professionals to verify commitment.

II. IN-SERVICE TRAINING PHASE

To increase the utilization of best practices, intensive knowledge and skill training is scheduled to meet the identified needs of the local education related service team. These needs are based on assessment information collected from both the related service team individuals and the identified target learner. In-service training is extremely variable. It can vary in length, range of topic(s) and location. When providing training, it is important to consider the professional and personal needs of the individual in order to be successful. The information below may be helpful when planning in-service training sessions.

A. PRE IN-SERVICE TRAINING ACTIVITIES

1. Schedule Baseline Data Collection

2. Obtain Parent Permission for Participation and Videotaping

   It is important to obtain parent permission of the target learner, as well as peers in both the special education class and the regular education class. A sample letter and permission form are included in Exhibit 2.

3. Conduct Pretest Measures and Assessments

   Baseline data must be collected before training begins in order to evaluate gains following the completion of training. The assessments provide information about the team, the provision of services and the individual target child. With the exception of the Needs Assessment, all data is collected by the training team. Assessment measures are discussed below and examples of measures developed by the project are included in Exhibit 3.

   a. Team and service provision measures

      Needs Assessment - A detailed needs assessment was developed by the project staff to collect information from individual team members and from the administrator directly responsible for the site team that they perceived as most important. The following topics were assessed:

      - Needs of the target learner:
        Hearing/Vision
        Communication
        Positioning/Handling
        Adaptive Feeding
        Medical

- Professional training needs:
  - Communication
  - Hearing/Vision
  - Positioning/Handling/Movement/Adaptive Feeding
  - Instructional Strategies
  - Team Functioning
  - Technology
  - Integration
  - Functional Curriculum
  - Community-based Instruction

- Parent needs regarding child:
  - Communication
  - Activities

Ecological Inventory - An inventory based on best practices reported in the literature was developed to examine classroom strategies. The information collected allowed the project staff to determine the degree of implementation for each identified practice.

Integration Sample - This scale explores a number of identified best practices as related to inclusion of students with multiple disabilities. Utilizing this measure allowed the project to determine change in regard to the practice of inclusion.

b. Individual child data

To determine training effectiveness, there must be a measure of change. A number of assessments and measures were utilized to determine change. All child data were collected by project. Specific child change data were collected using the following instruments.

- Wisconsin Behavior Rating Scale (Song et al., 1980) - This instrument is used for learners who are deaf-blind and will give an overall developmental score. Using this score, the proportional Change Index (Woolery, 1983) can be calculated and used to evaluate child change.

- The Communication Placement Assessment - This measure is designed to assess a learner's communication skills. It is appropriate for learner's who do not communicate verbally. The information gained is utilized to develop a communication plan for the target learner.

- **Communication Sample** - This scale records the rate, form, and function of a learner's communication. Utilizing this measure allows the project staff to look at ongoing child change across time.

- **Videotaped Sample** - Segments of activities are videotaped to obtain information regarding interaction and communication skills the learner displays. This enables the project staff to model strategies and coach site teams.

4. Schedule the Training Workshop to Include Location, Dates and Time

   When possible, it is important to give people choices and options. Within set parameters, possible choices might include:
   - Location of training:
     Off-site training - provide travel, food and lodging
     On-site training
   - Dates of Training - remember to consider families and their work schedules
   - Bring children - provide child care for target learner and siblings
   - Beginning and ending times - consider travel time

5. Secure Rooms for Training and Child Care

6. Arrange for Child Care (train if necessary)

7. Arrange for Consultants to Arrive at a Scheduled Time

   Consultants utilized should be matched with the needs of the child and team.

8. Secure Lodging for Participants

9. Advise All Participants Through Written Correspondence Regarding:
   - Time
   - Location (include map)
   - Parking
   - Travel Expenses
   - Lodging
   - Food

10. Develop Agenda (Sample included in Exhibit 4)

11. Secure Equipment and Materials:
    - Overheads
    - TV/VCR
    - Tape Recorders
    - Camera
    - Name Tags
    - Workbooks
    - Pencils
    - Chalk

12. Secure Child Care Needs:
    - Toys
    - Food
    - Mats
    - Bean Bags

13. Arrange Lunch Plan for Participants, Children and Child Care Providers

B. IN-SERVICE TRAINING ACTIVITIES

1. Welcome Participants as They Arrive and Provide Them with Name Tags and Workbooks

2. Provide Refreshments for Morning and Afternoon Sessions:
    - Coffee
    - Pastries
    - Juice
    - Fruit/Cheese and Crackers
    - Soft Drinks
    - Sweets

3. Introduce Members of the Training Staff, Participants and Visitors

4. Announce Any General Information to the Participants:
    - Location of rest rooms
    - Location of phones
    - Lunch plans

5. Provide Participants with an Overview of the Training:
    - Objectives to be accomplished
    - Overview of the agenda
    - Description of the activities

6. Collect Pretest Data:
    - Explain that a pretest is used to determine if training is successful when the pretest is compared to the posttest scores
    - Allow parents the option of completing the pretest

7. Conduct Workshop

    As stated in the introduction, there are modules available that contain trainer guidelines and trainee workbooks. Suggested training practices include:
    - Providing participants with notebooks that contain all information to be covered in the text including copies of the overheads that will be used
    - Leading activities that require participants to be actively involve
    - Viewing videotapes of learners with multiple disabilities demonstrating the concept being presented
    - Demonstrating with the target learner the strategies or procedures discussed in the training
    - Coaching of participants by trainers while practicing the strategies or procedures using other participants or the target learner
    - Developing a specific education, communication, behavioral or vocational plan to be implemented

8. Collect Posttest Measures and McCallon Satisfaction Measures

9. Collect Reimbursement Forms

C. POST IN-SERVICE TRAINING ACTIVITIES

1. Send Follow-up Correspondence to all Participants
    - Include acknowledgement of the successful training
    - Address any comments and concerns that were left unanswered from the training

2. Contact the Administration Via Mail or Phone

    Verify the success of the training and the positive responses noted in training
    - Address comments and concerns from the training

III. Technical Assistance Phase

The technical assistance phase is the implementation of the knowledge acquired during the in-service training phase of the project. It is critical that team members directly providing intervention to the child should participate in the technical assistance phase of the project. Parents and professionals are equal members of this school-based intervention team and all participants should be involved in all technical assistance activities. The purpose of technical assistance for this project is to model, coach and role release the strategies that will enhance the learner's communication. These strategies were presented to the school-based team during the in-service training phase. All team members should be aware of the educational targets for the learner via a written plan that has been developed. Utilizing the target activities that have been identified by the teacher, one of the project staff will initially interact with the learner to model the strategies. Throughout the technical assistance phase, project staff will coach the various school-based team members and role release the intervention strategies.

A. INITIAL TECHNICAL ASSISTANCE VISIT

1. Schedule the Technical Assistance Visit

   If possible, schedule the visit at the close of the training while the participants are together. Waiting to schedule the technical assistance visit at a later time can become a logistical nightmare.

   An on-site technical assistance visit is scheduled approximately two weeks after the in-service training. When scheduling, keep in mind the following:
   - Make sure all school team members will be present (especially the parents)
   - Schedule the time of your visit to coincide with the naturally occurring times of the activities that were selected as targets
   - Make arrangements for the sessions to be videotaped
   - Provide equipment and materials necessary for the learner to communicate or meet designated objectives

2. Confirm all Dates and Times Through Written Correspondence

3. Model and Videotape Strategies to Increase Learner Skill

During this technical assistance visit, strategies discussed during the in-service training are modeled by the trainer. A videotape of the activity is made and left with the school-based team for later review of the procedures modeled by the trainers. The school-based team includes the parents and the videotapes should be available for parents to review.

4. Collect Ongoing Evaluation Data

For this project, data is collected to measure the learner's receptive and expressive communication skills. This can be completed during the visit or by the ten minute sample of communication recorded on videotape.

5. Provide a Written Description of the Strategies

In addition to the videotape, a written review of the technical assistance visit is completed on no carbon required paper (NCR) with copies for the child's school folder, the child's parents, and the project's files. This form includes: (Sample copy included in Exhibit 5).

- child's name
- date
- interventionist name
- date of next visit
- child's accomplishments
- target objectives
- strategies to reach objectives
- materials loaned
- materials needed and person responsible

6. Schedule the Second Technical Assistance Visit

The second technical assistance visit should be scheduled while present. This technical assistance visit should be approximately three weeks following the initial technical assistance visit. It is important to schedule the visit when all team members can be present. If parents' work schedule permits participation during school hours, a home visit by the team could be considered if the parent wishes.

B. SECOND TECHNICAL ASSISTANCE VISIT

1. Confirm the Date, Time and Outcome Goal Through Written Correspondence

2. Use the Coaching Procedures to Role Release Intervention Strategies

During the second technical assistance phase, the goal is to practice the technique of role release by coaching the member of the school-based training team in interacting with the child. The team member will interact with the learner during the targeted activities utilizing the strategies displayed in the videotape demonstration recorded during the first technical assistance visit. During the activity, team members are available to answer questions and provide the team member with feedback including praise, encouragement and suggestions for intervention. This feedback may address a number of areas such as:

- positioning and handling
- motor skills
- placement of materials
- opportunities to communicate
- responsiveness
- partial participation
- motivation

3. Videotape the Session

The session is videotaped to be used as a review and as a training tape for other team members to view.

4. Collect Ongoing Evaluation Data

5. Provide a written summary of the strategies, and any revisions or new considerations for the learner's program. A summary of the visit is written and copied for the child's folder, the parents and the project files.

6. Schedule the Third Technical Assistance Visit

The third technical assistance visit should be approximately three weeks following the second technical assistance visit. Schedule the visit to accommodate parents and direct service providers that constitute the school-based team.

C. THIRD TECHNICAL ASSISTANCE VISIT

1. Confirm the Date, Time and Outcome Goal for the Visit

The focus of the third technical assistance visit is to train the school-based team to use the expressive and receptive communication data collection forms. These forms were introduced to the team members during the in-service training. Prior to this point, all data collection has been completed by the project team members.

2. Review the Data Collection Forms and Procedures with the Team

   The learner and an intervener (any member of the school-based team) participates in the target activities. The communication specialist uses the following steps to train the individual team members to use the data collection procedures:
   - Reacquaint the team members with the Expressive and Receptive Communication data collection form
   - Explain the importance of using the form to examine the form, function and content of the learner's expressive and receptive communication within a functional activity
   - Note the data samples only ten minutes of the activity

3. Collect Ongoing Assessment Data
   - All team members and the communication specialist observe the learner and the intervener; during which time the form, function and content of each communication attempt is recorded
   - Comparisons are made to determine the reliability of the raters
   - Discussions are conducted to clarify the problem areas
   - Several communication opportunities are given in order to practice recording the data

4. Videotape the Session

5. Provide a Written Description of the Session Highlighting any Special Strategies Used in the Data Collection Process

6. Schedule the Final Technical Assistance Visit

   The final technical assistance visit should be scheduled approximately three to four weeks following the third technical assistance visit. In addition to the team members providing intervention services to the target learner, parents and service providers of other learners with communication needs should be invited to participate in this technical assistance visit.

D. FINAL TECHNICAL ASSISTANCE VISIT

1. Confirm the Date, Time and Outcome Goal for the Final Visit

   The purpose of the final technical assistance visit is to assist the team in generalizing the knowledge and skills acquired through the project training to other learners with severe disabilities.

2. Identify Additional Learners Targeted for Communication Plan Development

   School-based team members should identify other learners that have communication needs. If communication samples and assessments have not been completed, this information is collected during this visit. Utilizing both the training and school-based team, the data are analyzed into the following:

   - Current expressive communication skills
   - Current receptive communication skills
   - Current IEP objectives
   - Special sensory and motor considerations
   - Targeted activities

3. Facilitate the Planning Team Meeting

   Care is taken to **facilitate** the school based team to analyze the data and guide their decision making as they design a communication system for another child. It is important not to question their decision, but to gently probe discussion with a leading question. For example:

   - Sally (teacher) "Using a yes/no switch is the target for Sam."
   - Sue (P.T.) "What are your thoughts concerning controlled movements and placement of such a switch?"
   - Sally (teacher) "He is pointing nicely to indicate choice, any recommendations to expand his pointing to indicate more functions before we program for him at a higher level?"

4. Provide Written Strategies for Implementing the Plans

   Encouragement is given to the school-based team to implement their recommendations and take data for a few weeks. Written recommendations should be provided for the school-based team. It is critical to foster feelings of competence and to promote the practice of communication being a continuous process.

5. Collect Posttest Evaluation Data

The assessment measures completed during the baseline are repeated during this final visit. This includes the:

- Ecological inventory
- Integration sample
- Wisconsin Behavior Rating Scale (Song et al, 1980)
- The Communication Placement Assessment
- Communication sample
- Videotape sample

E. FOLLOW-UP VISIT

1. Schedule a Follow-up Visit to Assess Maintenance and Generalization

If the project follows the typical school year and the learner experiences the summer away from structured services the ideal follow-up visit is scheduled for the beginning of the school year. However, a follow-up visit may be scheduled at any time of the year. Length of time between the last technical assistance visit is determined at the discretion of the team. This project used a three month period of time when looking at maintenance and generalization.

2. Confirm the Date, Time and Outcome Goal of the Visit Through Written Correspondence

3. Collect Evaluation Data

This evaluation data includes the same sources used in the baseline and posttest data collection.

4. Videotape the Session

5. Provide Written Strategies for Specific Targets Noted in the Data Collection Process

6. Collect Satisfaction Data

A satisfaction survey was developed by the project to measure the degree of satisfaction as well as the utilization of information to make adaptations in the learner's communication plans. A sample copy of the Satisfaction Survey is found in Exhibit 6.

EXHIBIT 1

PHONE INTERVIEWS

Administration Interview
Communication Intervention Project

Administrator ______________________________

District ______________________________

Date ______________

Interviewer ______________________________

Target student ______________________________

Describe the services the child is currently receiving.

Related services:

Method of providing related services:

Certification of personnel:

Setting:

Coordination with teacher & parents:

Integration with non-handicapped peers:

Classroom setting:

Ages of student in nearby classes:

Lunch time:

Non-academics:

Assessment

Person responsible:

Names of instruments:

Development of IEP

Persons responsible:

Process used:

What information is utilized to develop goals and objectives?

Describe the community-based training available in your school district.

Describe the evaluation procedures used by the district to evaluate curriculum effectiveness.

Describe the evaluation procedures used by the district to evaluate teacher performance.

What problems would you foresee in facilitating the following potential changes in your classroom? Please explain.

Reorganize classroom schedule

Rearrange classroom environment

Develop new instructional materials

Revise present curriculum

Collect data on student progress

Amend IEP for student(s)

Provide community-based training

Provide home-training to student

Provide systematic, school-based integration opportunities with non-handicapped peers

Describe the district's commitment to change.

Money available to purchase any materials/equipment:

Describe the positive and negative characteristics of the program.

Discuss concerns about willingness/openness or lack of such to change:

Teacher Interview

Communication Intervention Project

Teacher:
School:
Date:
Interviewer:

In what type of school is your classroom located?
(segregated center, regular education school, etc.)

If located in a segregated center, do you believe ________________________ (Student) that can be effectively educated on a regular education campus with nonhandicapped peers?

Would you be receptive to moving your classroom to an age-appropriate education site or participating in reverse integration?

Is your present school a chronologically age-appropriate placement for ________________________ (Student)?

What is the age-range of students who are in your classroom?

What type of curriculum do you utilize? Please explain.

How do you keep track of learner progress?

What does ________________________ (Student)'s daily schedule consist of?

Do you engage in community-based training?

How many hours per week?

If you do not participate in community-based training, what barriers do you see toward implementing community-based training in the future?

What related services are provided for ________________________?
(Student)

How and who provides these related services?

What role do related service personnel play in the development of
________________________'s IEP goals and objectives?
(Student)

How does ________________________ communicate his/her needs to you?
(Student)

Please give several examples of goals and objectives you have developed for
________________________ during this school year.
(Student)

What process do you utilize to develop ________________________'s IEP?
(Student)

How often do you communicate with ________________________'s parents regarding his/her progress?
(Student)

Where do you see ________________________ living after he/she exits school?
(Student)

Where do you see ________________________ working after he/she exits school?
(Student)

What problems would you foresee in implementing the following potential changes in your classroom? Please explain.

reorganize classroom schedule

rearrange classroom environment

develop new instructional materials

revise present curriculum

collect data on student progress

amend IEP for student(s)

provide community-based training

provide home-training to student

provide systematic, school-based integration opportunities with non handicapped peers

Initial Parent Interview

Child's Name:____

Parent's Name:____

Date:_________________________________

		Yes	No
1.	Are you satisfied with your child's placement?	____	____
2.	Are you familiar with your child's IEP?	____	____
3.	Do you have a current copy of the IEP?	____	____
4.	Did you request any specific objectives on the IEP?	____	____
5.	What were some of these objectives?______________________ ____		
6.	Are they included on the IEP?	____	____
7.	Do you feel the teacher is aware of any special health conditions of your child? (seizures, medication, special diets)	____	____
8.	Are these a part of the IEP?	____	____
9.	Are there any related services needed? (P.T., O.T., speech, etc.)	____	____
10.	What are these?____ ____		
11.	Are these related services on the IEP?	____	____
12.	Are you satisfied with the person/persons providing these services?	____	____
13.	Is any special equipment needed for your child? (Communication device, computer, etc.)	____	____
14.	Is the equipment available or have arrangements been made to get the equipment?	____	____

		Yes	No
15.	Are there opportunities for your child to go into the community regularly?	____	____
16.	Are these community activities similar to activities that your family participates in?	____	____
17.	Did you and the teacher discuss family routines and preferences?	____	____
18.	Does your child have behaviors that present problems for you or the teacher?	____	____
19.	Is the management of these behaviors a part of the IEP?	____	____
20.	Do you feel that you understand the techniques used in the classroom well enough to follow through with those techniques at home?	____	____
21.	Did the teacher discuss long-range goals for your child with you?	____	____
22.	Do you go into the community with your child and his/her teacher?	____	____
23.	How often?____		
24.	Do you visit the classroom?	____	____
25.	How often?____		
26.	What extracurricular activities is your child involved in at school? ____ ____	____	____
27.	Are there opportunities for your child to meet and interact with nonhandicapped students?	____	____
28.	How does the teacher keep you informed about progress or activities at school? ____ ____		
29.	How often do you have a chance to communicate with the teacher? ____		

EXHIBIT 2

SAMPLE LETTER AND
PERMISSION FORMS

Dear Parents:

The Department of Special Education at the University of Southern Mississippi and the Special Services of Jackson Public Schools have joined together to develop communication systems for students with non-traditional ways of communicating. As part of this project, students will be videotaped several times during the year. These tapes will be used in the inservice training for Jackson Public School personnel and other public school personnel trained in the future.

The training, videotaping, and data collection carried out during this project will not affect your child's programming. It is our hope that each child will benefit from this training.

As a parent, it is your right to decide whether or not you would like your child to be videotaped during the project. Enclosed is a permission form to indicate your choice for videotaping.

Please complete this form and return it to the school by Tuesday, November 28.

Sincerely,

Rebecca M. Wilson, Coordinator
Communication Intervention Project

Kathleen Stremel-Campbell, Director
Communication Intervention Project

PROJECT OVERVIEW

The Department of Special Education at the University of Southern Mississippi has begun a federally funded project that will focus on the following goals:

1 To determine the components that are specific to the development and implementation of using expert early intervention teams by

- assisting in the initial service provision
- systematically training local service providers to conduct the primary intervention services
- providing ongoing technical assistance and resources to the local service providers in effective transitions into preschool services.

2 To determine strategies to facilitate the acquisition and generalization of a set of competencies to be demonstrated by local service providers in order for them to integrate multiple skills into caregiving routines and age-appropriate activities in the natural environments.

Pg 14 in grant

Purpose To develop, implement, and evaluate a procedure that provides effective training and follow-along to early interventionist, teachers, related service personnel, paraprofessionals, and day care staff to provide intervention and transition services for infants and toddlers with, or at risk, for multiple disabilities.

Process
- Interagency "teaming" with a statewide early intervention team.
- Systematic training for direct and indirect services toward integrated skill intervention.
- Systematic instruction within cognitive, communication, social/emotional, physical, and adaptive.
- Strategies for facilitating effective transitions.
- Strategies for facilitating peer interaction.
- Strategies for recognizing cultural diversity.

Outcome Local service providers will develop the skills to work with infants and young children with multiple disabilities.

Dear Parents:

The Department of Special Education at the University of Southern Mississippi and the Special Services of Jackson Public Schools have joined together to develop communication systems for selected students who communicate in non-traditional ways. The parents of selected students, teachers, and related service personnel will receive inservice training and assistance in developing these communication systems. You will be contacted with more information about this training in the future.

As part of this project, students will be videotaped several times during the year. These tapes will be used in the inservice training for Jackson Public School personnel and other public school personnel trained in the future.

The training, videotaping, and data collection carried out during this project will not affect your child's programming. It is our hope that each child will benefit from this training.

As a parent, it is your right to decide whether or not you would like your child to participate in the project and whether or not you would like your child to be videotaped during the project. Enclosed is a permission form to indicate your choices for participation and videotaping.

Please complete this form and return it to the school by Tuesday, November 28.

Sincerely,

Rebecca M. Wilson, Coordinator
Communication Intervention Project

Kathleen Stremel-Campbell, Director
Communication Intervention Project

Communication Intervention Project

University of Southern Mississippi
Department of Special Education
Southern Station Box 5115
Hattiesburg, MS 39406-5115
Phone: 601-266-5135

PROJECT PARTICIPANT CONSENT

_____ I give my permission for the child named below to participate in the COMMUNICATION INTERVENTION PROJECT.

Name: ______________________________
Date of Birth: ______________________
Address: ____________________________
____
Phone #: ____________________________
Teacher's Name: _____________________
School: _____________________________

I understand that project staff will assess my child's communication skills in order to develop an individualized communication system. I further understand that data collection and direct intervention by project staff will take place as necessary within the classroom setting. All of my child's records will be kept confidential by this project and will be provided to other agencies only in accord with the Family Rights and Privacy Act and the Education of All Handicapped Children Act. No unauthorized person may see my child's records unless I give my consent in writing.

Date: __________ Signature: ______________________

Relationship: ____________________

_____ I do not give my permission for the child named below to participate in the COMMUNICATION INTERVENTION PROJECT. I understand that services available from the Jackson Public Schools entitled to my child by PL94-142 will continue to be provided.

Name: ______________________________
Teacher's Name: _____________________
School: _____________________________

VIDEOTAPE CONSENT

_____ Yes, I give my permission for the above named child to participate in the videotaping aspect of the Communication Intervention Project. The videos will be used for the following:

a. To assess and measure my child's communication needs and progress.
b. To measure the project's effectiveness.
c. To assist in parent training.
d. To instruct other professionals.

_____ No, I do not wish for the above named child to be videotaped.

Date: ______________ Signature: ______________________

Relationship: ______________________

Communication Intervention Project

University of Southern Mississippi
Department of Special Education
Southern Station Box 5115
Hattiesburg, MS 39406-5115
Phone: 601-266-5135

VIDEOTAPE CONSENT

Name: ______________________________

Date of Birth: _____________________

Address: ___________________________

____

Teacher's Name: ____________________

School: ____________________________

Phone: _____________________________

_____ Yes, I give my permission for the above named child to participate in the videotaping aspect of the Communication Intervention Project. The videos will be used for the following:

a. To assess and measure my child's communication needs and progress.
b. To measure the project's effectiveness.
c. To assist in parent training.
d. To instruct other professionals.

_____ No, I do not wish for the above named child to be videotaped.

Date: _______________

Signature: ___________________________

Relationship: ________________________

EXHIBIT 3

NEEDS ASSESSMENTS AND ASSESSMENT MEASURES DEVELOPED BY THE PROJECT

Directions: In the column titled Level of Need, please write a 1, 2, or 3 to indicate your need for inservice training. Then write any comments you feel would help to explain that need.

Score Code:
1 Minor need for inservice training
2 Moderate need for inservice training
3 Major need for inservice training

II. PROFESSIONAL NEEDS

A. Communication

I need:

	Level of Need	Comment
o More appropriate assessments to determine desired communication goals		
o Strategies to use assessment information for program planning		
o Knowledge of the sequence of non-symbolic communication		
o Methods to determine intentional behavior		
o Means to determine how children understand your message		
o Method to determine specific forms of communication		
o Methods of determining what functions of communication the children need		
o Methods to select appropriate vocabulary or content		
o Strategies for determining the type of symbolic system appropriate for child		
o Methods of determining motor responses for a form of communication		
o Methods to determine if children have skills to learn manual signs (language)		
o Knowledge/use of functional signs		
o Knowledge of how to respond to the learner		
o Strategies to increase opportunities for communication		
o Strategies to facilitate students to make choices		
o Strategies to facilitate initiations		
o Means of facilitating communication with peers		
o Knowledge and use of adaptive switches and technological communication aids		
o Strategies to determine which switches are best for each learner		
o Resources for materials and equipment to facilitate communication. (Switches and adaptive toys)		
o Methods to determine frequent opportunities to communicate in relation to other classroom demands		

	Level of Need	Comment
B. Hearing and Vision		
I need:		
o Better procedures for assessing functional hearing		
o Methods to determine if hearing aids are appropriate		
o Knowledge of the hearing aid		
o Resources for materials and equipment for hearing aids		
o Adaptive ways to present auditory materials		
o Better procedures for assessing functional vision		
o Methods to determine if visual aids are appropriate		
o Knowledge of visual aid materials and equipment		
o Adaptive ways to present visual materials		
o Resources for materials and equipment for visual aids		
C. Positioning/Handling/Motor Development/Adaptive Feeding.		
I need:		
o Knowledge of correct positioning and handling		
o Use of correct positioning and handling skills to increase opportunities for movement communication, and learning		
o Positioning strategies for best activating a switch		
o Knowledge and use of adaptive seating or equipment to provide alternative positions		
o Techniques for implementing an oral feeding program		
o Techniques for providing range of motion exercises		
o Resources for materials and equipment to facilitate positioning/handling/motor development/feeding/bathing		
o Techniques to prepare the student for activities to increase or decrease time		
o Knowledge of various nontraditional positions such as half-kneeling, and sidesitting during activities		
o Positioning and handling strategies during caregiving routines		
o Information to utilize home environments and objects to aid in mobility		

Administrator Perceived Team Membership Needs to Develop Communication Systems for Students with Severe Handicaps

Directions: In the column titled Level of Need, please write a 1, 2, or 3 to indicate your perception of each team member's need for inservice training for the skills listed.

Score Code:
1 Minor need for inservice training
2 Moderate need for inservice training
3 Major need for inservice training

As an administrator, I perceive the needs of the team members to include:

	Member A		Member B		Member C	
	Level of Need	Comment	Level of Need	Comment	Level of Need	Comment
I. Hearing & Vision						
o Assessment tools and strategies to identify hearing and vision limitations.						
o Knowledge and use of hearing and visual aids.						
o Strategies for utilizing residual hearing and vision.						
II. Communication						
o Assessment tools and strategies to identify appropriate goals and objectives.						
o Knowledge of nonsymbolic communication.						
o Knowledge and use of technological communication aids.						
o Design and implementation of an appropriate communication system.						
III. Positioning/Handling/Motor Development/Feeding						
o Knowledge and use of correct positioning and handling techniques.						
o Knowledge of sequential motor development.						
o Methods to increase movement.						

	Member A		Member B		Member C	
	Level of Need	Comment	Level of Need	Comment	Level of Need	Comment
o Knowledge and use of proper oral motor feeding techniques.						
IV. Instruction						
o Knowledge base of functional curriculum.						
o Strategies to design and implement a functional based curriculum.						
o Strategies to increase learner progress toward goals and objectives.						
o Methods to manage student behavior.						
o Methods to evaluate student progress.						
V. Team Functioning						
o Knowledge base of each team member's role and responsibility.						
o Team functioning during assessment and intervention						
o Team decision making.						
o Procedures to resolve conflict.						
o Strategies to facilitate parental participation in assessment, intervention, and generalization.						
o Procedures to communicate with parents.						

Needs Assessment to Develop Communication Systems for Students with Dual Sensory Impairments/Severe Handicaps

Directions: In the column titled Level of Need, please write a 1, 2, or 3 to indicate the child's need for the equipment or skill training. Then write any comments you feel would help explain that need.

Score Code:
1 Minor Need for the child
2 Moderate Need for the child
3 Major Need for the child

	Child A		Child B		Child C	
	Level of Need	Comment	Level of Need	Comment	Level of Need	Comment
I. CHILD NEEDS						
A. I need specialized equipment to facilitate my:						
Hearing (aids)						
Vision (Glasses, other visual aids)						
Communication (Switches, choice boxes, etc.)						
Positioning (Adaptive equipment)						
Movement (Wheelchair/other mobility aids)						
Eating (Adaptive feeding materials)						
B. I need specialized training to facilitate my:						
Hearing (Auditory training techniques)						
Vision (Visual training techniques)						
Communication (Expressive/receptive)						
Positioning (Handling, increase/decrease tone)						
Movement (Range of motion exercises)						
Eating (Oral/motor feeding techniques)						
Behavior (Management techniques)						
Learning (Systematic instruction techniques)						
C. I need specialized care to monitor my:						
Medical Condition(s)						
Medicine (Side effects)						
Dietary Condition						
Seizure Disorder						

	Level of Need	Comment
D. Instructional		
I need:		
o Overall assessment strategies for program planning		
o Strategies to facilitate learner progress toward goals and objectives		
o Knowledge and strategies for implementing a functional curriculum		
o Methods to analyze the environment to plan functional activities		
o Strategies to incorporate parents in assessing student needs and designing the IEP		
o Assistance in organizing a functional curriculum into a daily schedule		
o Strategies to include caregiving interactions and natural routines in instruction		
o Methods to determine learner progress		
o Knowledge of how and when to expand a learner's program		
o Methods of organizing group teaching		
o Strategies to facilitate generalization of learned skills		
o Strategies for managing behavior		
o Methods to train parents on skills needed in the home		
o Strategies to implement a communication system efficiently within a classroom setting		
E. Team Functioning		
I need:		
o Knowledge of each team members role		
o Strategies for team decision making		
o Strategies to integrate data from other team members		
o Methods of team teaching and "role release"		
o Means to design integrated therapy activities		
o Assistance in organizing a daily schedule of related services		
o Strategies to resolve conflict		
o Means to communicate between the home and school; Sharing information about skill generalization		
o Strategies to transition communication system from one level/class to another level/class		

PRELANGUAGE/LANGUAGE COMMUNICATION SAMPLE (10 Minute)

Name____________________

Date____________________

Observer____________________ Ratio-Adults/Students__________

Setting and Activity________________________________

Language Modality: Sign ☐

Communication Board ☐

	Level III				Level IV				Level V		Level VI	Level VII	Level VIII	Type of Support					Function									Meaning
	Body movement/ Facial Gestures	Touch/Reach	Vocalize/Eye Gaze	Manipulate Person	Extend Object	Point	Gesture	Yes/No	Object Representation	Pictures	One word (object present)	One word (object not present)	2+ Utterances	Physical Assist	Imitate	Gesture/ Sign	Response	Initiate	Request More	Protest	Request Object/Action	Repeat	Request Attention	Greeting	Offer/ Transfer	Label/ Comment	Other	
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												
9																												
10																												
11																												
12																												
13																												
14																												
15																												
16																												
17																												

PARENT NEEDS ASSESSMENT

Please answer the following to describe how your child communicates in the home.

A. Expressive forms/functions

1. How does your child communicate to you the following:

a. wants more food, milk, juice ____________________

____

b. wants to play ____________________

____

c. wants to go ____________________

____

d. wants a certain toy or object ____________________

____

e. pleasure or enjoyment ____________________

____

f. dislike for something or someone ____________________

____

g. pain or discomfort ____________________

____

h. I understand what my child wants most of the time. __Yes __No

i. Other people understand what my child wants most of the time. __Yes __No

j. What words/signals would you like your child to learn? ____________________

____

B. Receptive Communication

My child:

		Yes	No
1.	responds to my voice	____	____
2.	responds to his/her name	____	____
3.	responds to sounds around the home (door, refrigerator closing, vacuum)	____	____
4.	responds to the word "no" (stop)	____	____
5.	responds to gestures	____	____
6.	understands some words/gestures	____	____
7.	understands most simple directives (get your shoes; get you cup)	____	____
8.	understands the meaning of certain words (milk, eggs, toy, Daddy, outside)	____	____
9.	understands directives that have two parts (get your cup-put it on the table)	____	____
10.	Understands the words big/little, on/off, red/blue	____	____

C. Information About Home Activities

a. What things does your child like to do? ____________________

____

b. What things does your child not like to do? ____________________

____

c. What activities does your family like to do in the home? ____________________

____

d. What activities does your family like to do outside the home? ____________________

____

e. How many people are in the household? ____________________

____

1) Date____ Color ☐ 3) Date____ Color ☐
2) Date____ Color ☐ 4) Date____ Color ☐

Name ______________________________

Teacher ______________________________

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at familiar person
2 Looks at object
3 Reacts to noise
4 Reacts to contact
5 Reacts to taste/smell
6 Reacts to familiar voice
7 Changes activity level
8 Tracks side to side
9 Searches for sound
10 Responds to different voice tones

3 months

11 Responds to obj./person/sound in familiar routine
12 Looks at objects
13 Turns toward sounds/voices
14 Participates in a familiar movement
15 Smiles at familiar person
16 Continues movement when assisted
17 Responds to different ways to interaction

6 months

18 Tries to get attention by
. smiling
. eye contact
. vocalization
19 Turn taking activity
20 Imitates action modeled by adult
21 Anticipates and does next action in a routine

9 months

22 Imitates new actions. Student can see his own action
23 Imitates new actions. Student can not see his own actions

II. Interaction with Objects

1 Repeats actions on objects
2 Maintains grasp on objects placed in hand
3 Mouths objects
4 Looks at objects placed in hand
5 Reaches for object. Object and hand seen
6 Continues to search for removed obj.
7 Shakes and bangs obj. placed in hand
8 Reaches and holds objects (5 sec.)
9 Demonstrates four simple actions or objects
10 Reaches and takes partially hidden object
11 Takes hidden object
12 Explores new object
13 Picks up third object
14 Demonstrates 2+ complex actions on obj.
15 Imitates action on object
16 Uses one obj. to act on 2nd obj.
17 Demonstrates function of obj.
18 Uses 10+ objects appropriately
19 Identifies object that go together
20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making
2 Demonstrate differentiated cries
3 Demonstrates interactive sound making
4 Vocalizes in a response to a person talking
5 Uses two vowels, two consonants in vocal play/ or communication
6 Repeats vocalizations to gain reactions
7 Vocalizes sounds with different pitch/loudness
8 Initiates verbal play with adult
9 Uses 3+ sound "b, p, m, n, l"
10 Produces 5+ babbling combinations (repetitive)
11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates
12 Initiates sounds. Adult imitates
13 Produces 5+ babbling combinations (nonrepetitive)
14 Imitates word approximation syllables repeat
15 Imitates one syllable word approximations
16 Imitates two syllable words repetitive consonant
17 Imitates new sounds
18 Imitates new two syllable words

IV. Receptive Communication

0-12 mos.

1 Responds to name by blinking/ceasing activity
2 Responds to environmental cues
3 Responds to firm voice
4 Holds up/out hands
5 Responds to 5+ functional touch cues
6 Turns to own name being called
7 Responds to "come here" with gesture
8 Ceases activity
9 Follows look cue
10 Follows 3+ simple directions
11 Follows 5+ simple directions
12 Demonstrates 3+ actions
13 Looks at obj./person
14 Gets obj. out of sight (gesture cue)
15 Gives obj. (gesture one)
16 Responds to "look" (verbal cue only)
17 Identifies 3+ familiar obj. (verbal cue)

12+ mos.

18 Responds to own name
19 Identifies 2+ familiar persons
20 Follows 3+ directions w/o gesture
21 Identifies body parts
22 Identifies 5+ familiar objects
23 Follows 5+ directions w/o gestures
24 Gets object out of sight
25 Follows 10+ directions w/o gestures
26 Identifies 10+ obj. when given name or sign (3 distractors)
27 Identifies 20+ obj. when given name or sign (3 distractors)
28 Demo/Identify 5+ action verbs
29 Shows understanding thru responses of 3 or more types with the following two word combinations
a Understands state-obj.
b Understands action - obj.
c Understands action - location
d Understands reoccurance/obj.
e Understands feature - obj.
f Understands agent - action
g Understands negation
h Understands possessive
i Understands demo - obj.
j Understands location
k Understands conjunction
l Understands feature - obj.
30 Follows 3+ 2-concept directions in content
31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to have adults repeat 3+ activities center #1
2 Uses simple signal to have adults start a routine activity
3 Pushes away to protest/reject
4 Touches or assists adult to request more (2+)
5 Initiates "up" or "go with"
6 Reaches/touches to request
7 Indicates "I want down"
8 Manipulate adult to request more 3+
9 Manipulate adult to request more
10 Gives object to request more
11 Gives 3+ obj. to request
12 Gives 5+ obj. to (w/o gesture)
13 Use touch to request
14 Uses gaze to request
15 Waves bye/hi
16 Extends hand to request
17 Shakes head
18 Nods head
19 Pulls/tugs at adult to request
20 Imitates waving hi/bye
21 Pairs prelanguage with vocal
22 Points to request

A. Prelanguage(Co
B. Language

23 Uses 3+ gestures
24 Vocals to get attention
25 Pairs 3+ gestures
26 Points objects to "show"
27 Taps/hold up hand to get attention
28 Shows object for comment
29 Uses 5+ gestures
30 Requests objects out of sight using gestures

B. LANGUAGE

31 Requests 2+ obj./actions
32 Requests 5+ obj./action
33 Names 5+ obj.
34 Uses 10+ words to request
35 Uses 20+ words to request or label
a Uses "Existence" words
b Uses "Non-Existence" words
c Uses "Reoccurence words
d Uses 2+ verbs - feeling/emotion
e Uses 5+ verbs - action
f Uses names
g Uses adjectives/adverbs

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COMMUNICATION PLACEMENT ASSESSMENT
IEP PLANNING WORKSHEET

Student's Name: ______________________________ Person Conducting Assessment: ______________________

Date: ________________

AREA I: Responses to Sensory/Social Input

Skills	Needs	Parent Agreement
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______

AREA II: Interactions on Objects

Skills	Needs	Parent Agreement
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______

AREA III: Vocal Development

Skills	Needs	Parent Agreement
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______

AREA IV: Receptive Communication

Skills	Needs	Parent Agreement
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______

AREA V: Expressive Communication

Skills	Needs	Parent Agreement
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______

AREA VI: Communication Functions

Skills	Needs	Parent Agreement
1. ______	1. ______	1. ______
2. ______	2. ______	2. ______
3. ______	3. ______	3. ______

NOTE: Circle those skills recommended as priorities for training

COMMUNICATION PLACEMENT ASSESSMENT
For Younger and Severely Handicapped
Teaching Research Integration Project

Code
X - Consistently demonstrates the skill
X/O - Inconsistently demonstrates the skill
O - Does not display the skill

Student's Name: ______________________

B.D.: ______________ Age: __________

Person Administering Test: ______________________

Date of 1st Assessment: __________

Date of 2nd Assessment: __________

Date of 3rd Assessment: __________

AREA I: RESPONSES TO SENSORY/SOCIAL INPUT Behaviors	Age Appropriate Examples/Context Younger	 Older Severely/Profound Handicapped	Dates			Comments/ Examples	Comments/ Examples
1. Looks at (fixates on) a familiar person who is gesturing and/or talking (1 mo.)	Looks at Mother, Dad, , Siblings	Looks at caregiver or teacher					
2. Looks at (fixates on) an interesting object (8-12" away) (1 mo.)	Looks at rattle, mobile, stuffed toy in supine position	Looks at food or spoon when in a standing or sitting position					
*3. Quiets or startles when noise is presented (1 mo.)	Door slammed, object dropped (not a familiar noise). Hearing assessment should be completed						
4. Turns or quiets to person-to-person contact (2 mo.)	Mother touches while crying, child quiets	Calms to touch; smiles to touch					
5. Responds by smiling, quieting, grimacing to taste/smell (0-2 mo.)	When given bottle or nursed	When fed during meal-time or motivating activity					
6. Responds by smiling or quieting when hearing a familiar voice (0-2 mo.) (Prerequisite for #13)	Mother talks to child outside of child's immediate range of vision	Caregiver or teacher talks to student outside of child's immediate range of vision					
*7. Increases/decreases activity level on seeing an interesting object (2 mo.)	Bottle is presented (8-12" away)	Older student's responses may not be highly visible					
8. Tracks interesting objects (that do not make sound) that are moved from side to side (2 mo.)	Objects that do not make noise, i.e. bright yarn, ball, mirror	Spoon with food, caregiver					
9. Visually searches for sound - side to side (2 mo.)	Mother's voice, unfamiliar sound	Familiar voice, unfamiliar sound					
10. Responds in different ways to firm and pleasant voices	Playful voice Firm, louder voice	Pleasant voice, laughing "No, stop"					
11. Responds in a specific way to a person, sound or object in a familiar routine or activity	Quiets or opens mouth seeing bottle	Opens mouth to spoon Quiets upon seeing spoon or cup					

*Behaviors may not be appropriate for older students.

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AREA I: RESPONSE TO SENSORY/SOCIAL INPUT (Continued) Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
12. Looks back and forth between two interesting objects (2-3 mo.)	Two objects (toys) that do not make noise, i.e. doll and mobile	Spoon with food, cup, leisure objects					
13. Turns head when unfamiliar sound or a familiar voice is presented and locates sound (4-5 mo.)	Lying down or in a carrier	Turns to telephone ringing or door closing in a standing or sitting position					
14. Participates (does not resist) in a familiar movement when guided through a movement (4 mo.)	Patti-cake, bye-bye, so big, or a motivating activity	Movement with eating, self-help, or motivating activities					
•15. Smiles at a familiar person who is interacting with him/her (4 mo.)	Familiar person kissing or playing with child	During motivational activities with a familiar person					
16. Continues a familiar movement when assisted. Contact is maintained without helping the student complete the movement (3-6 mo.)	Playing patti-cake, waving bye-bye, pushing toy	Opening door, getting paper towel, turning water faucet					
17. Responds in at least two different ways when the adult interacts with the student (4-6 mo.)	Looks at, smiles, reaches, increase activity	Looks at, laughs, pushes away, reaches					
18. Tries to get attention through eye contact, smiling, vocalizing (5-6 mo.)	Tester should interact with student, then look away to test this skill						
19. Begins actions and continues that action when it is imitated by the adult (8 mo.)	Clapping, waving, pounding, lifing arms	Washing hands, rubbing hands, cutting with knife					
20. Imitates actions modeled by an adult. Student can see his own actions. Student can already do these actions independently (6-9 mo.)	Clapping, waving, patting	Washing hands, stirring, turning, cutting					
21. Anticipates and demonstrates the next action in a series of actions in a routine activity (6-9 mo.)	Holds out leg or arm in dressing	Reaches to pull up pants after bathroom. Reaches for a spoon after given a bowl					
22. Imitates new actions. Student can see his own actions. These are actions that the student cannot do independently.	Waving, patting (child can see his own action)	Pouring, turning knob, opening jar					
23. Imitates new actions that the student cannot see himself perform	Peek-a-boo, shaking head, point to nose	Nodding, kleenex to nose, combing hair without mirror					

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AREA II: INTERACTIONS WITH OBJECTS Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
1. Repeats actions on objects that cause an interesting result (2-3 mo.)	Kicks feet/ bats at ball or mobile to activate it again	Repeats movements that activate any object (contingency awareness)					
2. Maintains grasp on object for at least 10 seconds when object is placed in student's hand (2-3 mo.)	Rattle, cloth animal	Food item, tactile object					
*3. Mouths objects placed in hand (2-3 mo.)	Rattle, cloth, keys - (0-6 mo. for developmentally delayed)	Decrease if this occurs					
4. Looks at object placed in hand (3 mo.)	Rattle, cloth animal, keys, brightly colored items	Attends to objects being held or when object is presented					
5. Reaches for object (3-5 mo.)	Reaches for bottle, rattle, or keys	Reaches for cup, food item, coat, or interesting item					
6. Continue to look for preferred object when it is removed and the student can no longer see it (4 mo.).	Bottle, covered toy moved from view (child is seated)	Food item placed in container, object in box, spoon under napkin					
*7. Shakes/bangs objects placed in his/her hand (3-4 mo.)	Rattle, keys, noisemaker	Decrease banging, increase other functional actions on objects					
8. Reaches, takes an object presented by an adult and holds object for 5 or more seconds (4-5 mo.)	Takes keys, object to mouth	Takes edible, cup, towel, vocational item					
9. Demonstrates four or more simple actions on objects (4-5 mo.)	Bangs, waves, hits, pulls, flips, (drops, throws, 6-7 mo.)	Push, turn, pull, put in (with age appropriate and functional objects)					
10. Reaches out and takes an object that is partially hidden from his/her view. Student watches as object is partially hidden (5-6 mo.)	Bottle half covered by a pillow/cloth, doll behind a box	Spoon partially covered by a container or napkin					
11. Reaches out and takes objects that are completely hidden from his/her view. Student watches while the object is hidden (8-9 mo.)	Finds toy under a blanket or behind another object	Finds toothbrush in a tub or glass					
12. Explores new objects by looking closely at them or feeling them (7 mo.)	Turns over, feels, mouths	Turns over, smells, feels					
13. Drops/places or tranfers one or both objects to take a third object (7 mo. drops/9 mo. places) (has two objects in hands)	Drops rattle and/or block to reach for keys	Puts down cup and celery to reach for dessert					
14. Demonstrates two or more complex actions with objects (other than bang, hit, push, pull, shake) (9 mo.)	Pokes, squeezes, tears, turns, dumps	Turns door knob, pulls paper towel, puts towel in trash					

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AREA II: INTERACTIONS WITH OBJECTS (Continued)	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
Responses	Younger	Older Severely/Profound Handicapped					
15. Imitates an action on an object when only one object is present. Student can already do actions (6-9 mo.)	Pushes car, turns toy, hits drum, shakes toy, rolls ball	Pushes grocery cart, turns on radio, opens jar					
16. Uses one object to act on a second object (10 mo.)	Hits pan with spoon, puts object in a container	Puts objects in a container, puts plate in sink, throws napkin in trash can					
17. Demonstrates the functions of objects when they are presented out of the usual activity (9-10 mo.)	Drinks from cup, (no liquid), wipes mouth with napkin, combs hair	Demonstrates functions of a wide range of objects in context					
18. Uses at least 10 objects appropriately (10-15 mo.)	Opens book, uses kleenex, stacks rings, pushes car, rolls ball	Opens milk, uses kleenex, uses toothbrush, uses spoon, stirs, combs hair					
19. Identifies familiar objects that go together based on their function (15+ mo.)	Gives cup when juice can is held up, gets spoon when yogurt is presented	Pours cereal in bowl instead of cup; sees socks gets shoes; sees bus, gets coat					
20. Matches identical objects from two distractors (18+ mo.)	Apple to apple/cup to cup, matching toys on shelf	Use functional objects sorts silverware, sorts paper, places clothing items together					

AREA III:A: VOCAL DEVELOPMENT Behaviors	Age Appropriate Examples/Context Younger	 Older Severely/Profound Handicapped	Dates			Comments/ Examples	Comments/ Examples
1. Demonstrates reflexive sound making (crying, fussing, throat sounds)	Throat sounds similiar to ga/ka sounds	May not observe					
2. Demonstrates differentiated cries (1-4 mo.)	Different cries for hunger/pain	Different vocalization for hunger/displeasure					
3. Demonstrates interactive sound making; cooing laughter (2-5 mo.)	Squealing "o", "u", "gu" (typically back closures)	Vocalizes pleasure					
4. Vocalizes in response to a person talking (3 -5 mo.)	Soothing vocalization during play with an adult	During an interaction or motivational activity with another person					
5. Uses at least two vowels and two consonant sounds in vocal play and/or to communicate (3 -5 mo.)	"a, g, n, h, k, u, m, o"						
6. Repeats vocalizations that get reactions (4-5 mo.)	Child vocalizes - Mom claps or acts surprised	Vocalizations that are reinforced					
7. Vocalizes sounds with different pitch, loudness and draws sound out (4-6 mo.)	Pleasurable, emphatic	Uses for communication, pleasure, upset					
*8. Student initiates sound - adult imitates - student repeats (4-6 mo.)	Child says "a"; adult says "a"; child says "a"	May not be appropriate - may imitate intonation					
9. Uses at least three sounds made at front of the mouth (4-6 mo.)	Such as "b, p, m, n, l"						
*10. Produces at least five different babbling combinations in which combinations are repetitive (7-10 mo.)	agaga, baba, nanana, mama, dada	May not be appropriate					
*11. Student begins vocal interactions - adult imitates the student's sound then uses a new sound that the student can make. Student imitates.	*S=baba, A=baba, S=baba, A=gaga, S=gaga	May not be appropriate					
*12. Imitates sounds that he/she can already make when the adult initiates the sounds (10-12 mo.)	*A=baba, baba, S=baba	May not be appropriate					
*13. Produces at least five different babbling combinations in which combinations are nonrepetitive (11-12 mo.)	baga, dobi, gadu	May not be appropriate					
14. Imitates word approximations containing two syllables that student already attempts to say syllables repeat (14 mo.)	Mama, nana (night-night) baba (bottle)	Wawa (for water) kaka (for cracker)					
15. Imitates one syllable word approximations that the student can already make (12-14 mo.)	Da (for dog), gi (for give), ma (for more)	due (for juice), ju (for juice), e (for eat), es (for cheese)					

*NOTE: S=student A=adult

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AREA III:A: VOCAL DEVELOPMENT (Continued) Behaviors	Age Appropriate Examples/Context: Younger	Age Appropriate Examples/Context: Older Severely/Profound Handicapped	Dates			Comments/ Examples	Comments/ Examples
16. Imitates words containing two syllables that are repetitive and simple consonant-vowel-consonant-vowel words that the student cannot already make-new words	Cookie, cracker, bubble	Cookie, paper					
17. Imitates sounds that student cannot already make - new sounds	"t" "k" "s"	"s" "th" "sh"					
18. Imitates words containing two syllables (syllables are not repetitive) that the student cannot already make	balloon, yogurt, carrot, peanuts	outside, butter, money, sandwich					

AREA III:B: ORAL-MOTOR DEVELOPMENT Behaviors	Age Appropriate Examples/Context: Younger	Age Appropriate Examples/Context: Older Severely/Profound Handicapped	Dates			Comments/ Examples	Comments/ Examples
1. Rooting, swallowing reflexes are present (2 mo.)	Begins sucking response when touched near mouth	Biting and swallowing are used in eating					
2. Demonstrates efficient suck/swallow pattern (5-6 mo.)	(Obtain OT/PT input)	(Obtain OT/PT input)					
3. Uses upper lip to scoop food from spoon (7-8 mo.)	Baby food	Yogurt, pudding, potatoes					
4. Uses tongue to help chew textured foods prior to swallowing	Cereal, cracker, apple, cheese	Attempts to chew prior to swallowing					

AREA IV: RECEPTIVE COMMUNICATION Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
1. Responds to own name by ceasing activity, blinking (3-4 mo.)	May not be responding to the specific name but the "calling" intonation.						
2. Responds to environmental cues that are part of an activity.	Opens mouth when spoon or cup touches lips. Responds when tray is taken off wheelchair						
3. Responds to firm voice (no, stop it, don't) (4-6 mo.)	May hesitate; does not necessarily cease activity Note: This is not assessing compliance.						
4. Holds up hands to be picked up when gesture and verbal cue are presented. Student is motivated to get up/out (4-6 mo.)	Mom claps, holds out hands and says, "up"	Holds out hand to go with another person (as in transition or leaving)					
5. Responds to five functional touch cues or tactile prompts.	Eat, sit, stand, give me, stop						
6. Turns to his/her name being called or stops activity (5-6 mo.)	In a situation where there is a reason to turn and to expect something						
7. Responds to "come here" when adult uses a verbal and a gesture cue (8-9 mo.)	Crawls to adult when adult holds out hand & says, "Come here"	Walks/moves wheelchair to adult					
8. Ceases activity to "no, stop it, don't" (8-9 mo.)	When child reaches for a dangerous or breakable object	Student understands and ceases activity to "no, don't"					
9. Follows a "look" cue when the adult points to a familiar person moving and/or talking. (9-11 mo.)	Mom points to dad or to the dog	Teacher points to the aide or a peer					
10. Responds to 3 or more simple directions when gesture cues are also used (8-10 mo.)	Sit down, pick up, pull down, look here	In age appropriate contexts, go _____, get _____, put away _____					
11. Responds to 5 or more simple directions when gesture cues are also used	Go, all gone, up, down, no, look, pick-up, mine	Finish, go, sit, no, pick-up, take-off, play, work, give me					
12. Demonstrates 3 or more actions that he/she can already do when only a verbal cue is used (9 mo.)	Bye-bye, patti-cake, peek-a-boo	Get money, get coat, put away (object), open (object)					
13. Looks at object or person when a verbal and a pointing cue are used (10-12 mo.)	Make sure there is a reason to look (person is not talking or moving). Looks at caregiver or teacher						
14. Gets object (out of sight) when adult uses verbal and gesture cues. Gesture serves as a representation of object that is not visible (11-12 mo.)	Get your "truck" with pushing motion	Where's your screwdriver (gesture provided), get your cup (gesture drink)					
15. Gives an object to adult when adult uses verbal and gesture cues. Student complies and gives object when 2 distractors are presented (11-12 mo.)	Get me car, toy, cup	Give me the papers, money, forks					

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AREA IV: RECEPTIVE COMMUNICATION (Continued) Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
16. Responds to the verbal cue "look", when only the verbal cue is used (11-12 mo.)	Make sure there is a reason to look						
17. Identifies 3 or more objects to an associated object and verbal cue	Gets cup when milk is presented; gets shoe when parent gets out other clothes	Picks up cup (not bowl) when juice is presented					
18. Responds to own name (vs. other names). Student has to discriminate his name from others (12-15 mo.)	Call child's/student's name when there is more than one person in room. Call another person in room - child/student does not respond						
19. Identifies (by a motor response) 2 or more familiar persons when named (16 mo.)	Mom, Dad, Sister	Mother, teacher's name, sister/peer					
20. Follows 3 or more one-concept directions w/o gestures but in context (8-12 mo.)	Come, sit down, stop that	Come here, wait, get it, give it to me					
21. Identifies 5 body parts (18+ mo.)	Mouth, eye, nose, tummy hair	Only those related to age-appropriate activities and terms					
22. Identifies 5 or more familiar objects to the verbal or sign cue (with 2 distractors) (14-22 mo.)	Rattle, dog, ball, bubbles, shoe, cracker	Coat, money, toothbrush, bus					
23. Follows 5 or more one-concept directions w/o gestures but in context	Give it to me, get it, wait, put it here, pick it up, turn it, put it down						
24. Gets (or looks in the direction of) objects that are out of sight when adult uses verbal or sign cue only (16-24 mo.)	Milk in refrigerator, crackers in cupboard, shoes in room	Toothbrush in drawer, money in desk/envelope					
25. Follows 10 or more one-concept directions w/o gestures but in context	Wash hands, open _______, close __________, put away ____________						
26. Identifies 10 or more common objects to a verbal or sign cue with 3 distractors	Spoon, coat, truck, soap book	Soap, fork, work, sandwich, kleenex					
27. Identifies 20 or more common objects to a verbal or sign cue with 3 distractors	Milk, paper, apple, cup, kleenex	Medicine, shirt, napkin, cake, plate, radio					
28. Demonstrates or identifies 5 or more action verbs when other actions are available within the same context	(Eat cheese - cut cheese) (pour juice - drink juice) (get bus - push bus)	(get paper - throw away paper) (cut bread - take out bread) (put on bolt - turn bolt)					

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AREA IV: RECEPTIVE COMMUNICATION (Continued) Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
29. Responds to at least 3 types of 2 word combinations that represent early relationships. Record specific combinations, items a to e	Situations must be arranged so that the student demonstrates understanding of individual words						
a. Verb - Noun (state - object)	Want cookie, love you, need paper, see ______ hear _____						
b. Verb - noun (action - object)	(eat cookie, get cookie, eat cheese) (drink juice, pour juice, drink milk) (get cup, wash cup, get bowl)						
c. Verb - noun (action - location)	(go outside, play outside, go home) (put-on chair, sit chair, put-on table)						
d. Adjective - noun (reoccurrence - object)	(more juice, more cookie, no more), (more work, more money, no work)						
e. Adjective - noun (feature - object)	(big cracker, little cracker), (dirty table, dirty mouth, clean table), (new coat, new shoes, old hat)						
f. Noun - verb (agent - action)	(Mama look, Daddy look, Mama help) (Sue come, Jamie come, Sue work)						
g. Negation	(no cookie, no cup, no want) (No play, no sit) (Juice all gone) (Not here)						
h. Possessive - object (should be student's and trainer's own possessions)	(my coat, your coat, my shoe) (my nose, your nose, my foot) (my Mom, your Mom, my sis)						
i. Demonstrative - object or location	(that mine, this mine, that yours) (it here, this here, it gone)						
j. Location	(book here, book there, paper here) (over here, right there, right here)						
k. Conjunction	(shoe-sock, cup-spoon, bread-butter, Mom-Dad)						
30. Responds to 3 or more simple, two concept directions in context (20+ mo.)	Get your book and take it to Daddy	Get your coat and go to the bus					
31. Responds to 10 or more two-concept directions in context (26+ mo.)	Get your bear and put it away	Pick up your plate and put it in the sink					

(Refer to Appendix A for references for higher level assessments)

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AREA V: EXPRESSIVE COMMUNICATION A - Prelanguage Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
1. Uses a simple signal go get adult to repeat an activity (3-5 mo.)	Wave hands to get more of an interaction, generalized body movement or facial gestures	Rocks to get "more" food or shows excitement to get adult to continue activity					
2. Uses a simple signal to get adult to start a routine activity (3-6 mo.)	Activities that have been used previously (as in #1 above)						
3. Pushes away objects or adult to indicate protest (4-6 mo.)	Pushes away a nonpreferred food item or adult's hand						
4. Touches object or touches adult to get "more" of an action or object (8 mo.)	Takes adult's hand to get "more patti-cake"	Touches and assists: to get "more coffee"					
5. Initiates holding up hands to be picked up (7-8 mo.)	Or out of high chair	Holds out hand to "go with"					
6. Reaches toward or touches object to indicate "get it/give it" (7-9 mo.)	Or looks or orients toward adult and looks at motivational object						
7. Indicates desire to get down (7-9 mo.)	Looks at adult/squirms	Desire to leave - walks to door, fidgets					
8. Manipulates adult to request "more" for 3 or more objects/activities (7-10 mo.)	Tickle, toy activation, bottle, food	Vibrator, light, drink					
9. Manipulates adult to request 5 or more objects/activities (10-12 mo.)	Food items, spoon, interactions	To go outside, to get container opened					
10. Gives at least 3 objects to an adult to request "more" when adult uses gesture cues (9-10 mo.)	Gives closed container with cereal to adult so adult will open it	Gives cup to get more "juice"					
11. Gives at least 3 different objects to adult to request when adult uses gesture cue (9-12 mo.). This is not requesting more.	Container with food, toy, cloth for peek-a-boo, bubble car, lotion bottle	Cup, bowl, lotion, closed container					
12. Gives at least 5 objects to adult to request without a gesture cue. Student initiates the interaction (10-13 mo.)	Gives small toy to be activated, holds up foot for "tie shoe"	Holds out cup for more coke or coffee					
13. Touches 1 of 2 objects to request choice	Cracker, yogurt, juice, milk, 2 toys	May be objects that represent activities - eat/swim					
14. Looks at object, at person, back at object, to person to request or get attention to the object/activity	Notices object out of reach, gets adults attention at object to direct adults attention to the object, looks back at the adult to communicate	This skill may replace other prelanguage skills for the motor impaired student					

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AREA V: EXPRESSIVE COMMUNICATION (Continued) A - Prelanguage Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
15. Waves bye/hi to greet in response to others waving	Waves hi/bye	Waves or shakes hands					
16. Extends hand (palm up) to request an object (10-14 mo.)	To get lotion, to get cereal	To get fork, to get spoon, to get money					
17. Shakes head for no (8-12 mo.)	To indicate dislike, rejection, protest						
18. Nods head for yes (12 mo.)	To indicate preference, or likes						
19. Pulls/tugs at adult for adult to get object that is out of sight (10-12 mo.)	To get book, to get milk from refrigerator	To get coat from closet, to get paper from top shelf					
20. Initiates waving bye/hi to greet (10-12 mo.)	In appropriate situations only	Shakes hands or waves when appropriate					
21. Pairs at least one prelanguage response with vocalizations	Holds out cup and vocalizes if not immediately responded to	Shakes or nods head and vocalizes, points and vocalizes					
22. Points to an object to request the adult to get it (10-12 mo.)	Points to desired food items, toy or object	Points to coat, object out of reach					
23. Uses 3 or more different simple gestures to communicate (12 mo.)	Hi/bye, shakes head, nods head, gesture come, gesture mine, gesture "put it here/give it to me"						
24. Uses vocalizations to get attention and initiates a second communicative behavior	Calls you, then requests help, calls you then points to an object						
25. Combines atleast 3 prelanguage response with vocalizations (11-15 mo.)	Pushes adult's hand toward object and vocalizes; Extends cup for "more" juice and vocalizes, Points to a food item and vocalizes						
26. Points to another person or an object to get adult to look at object (12-15 mo.)	Points to light, animal Points when Dad comes in door	Points to bus pulling up, new person in room					
27. Taps you/holds up hand to get your attention (12-15 mo.)	Taps or tugs on adults to get their attention	In vocational setting, may raise hand - or reach to touch adult walking by					
28. Shows you an object to get you to comment (15 mo.)	Holds up toy to show you, holds up book to show adult	Points to new piece of clothing to get adult to look					
29. Uses 5 or more gestures to communicate	Hi/bye, shakes head, nods head, gesture come, gesture mine, gestures "put it here/give it to me"						
30. Requests objects out of sight by using gestures/pointing (16-18 mo.)	Points to foot for shoe	Gestures hat, screwdriver					

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AREA V: EXPRESSIVE COMMUNICATION B - Language Behaviors	Age Appropriate Examples/Context Younger	Older Severely/Profound Handicapped	Dates			Comments/ Examples	Comments/ Examples
NOTE: If a student is not pairing prelanguage responses with vocalizations or if the student is older and is not using speech for communication, assess the student for an augmentative communication system. The goal is that the student's language mode is intelligible to a listener in order for effective communication to occur.							
31. Uses speech, signs or communication board to request two or more objects or actions (12-28 mo.)	"dada" used only for Dad, "baba" for bottle	Signs "apple" for apple; cracker for "cracker"					
32. Uses five or more words (speech, sign, communication board) to request an object or action	More, book, bubble, cracker, drink	More, finish, work, drink, eat					
33. Uses five or more words to name or to refer to objects	Says names of objects for attention to confirm or to get adult to comment						
34. Uses ten or more words to request (speech, sign, communication board)	Names the item when wanting that particular item						
35. Uses twenty new words for different types of relations to request or label (speech, sign, communication board)	Words or signs must be clear enough to be understood by people familiar with student; may include nouns, verbes, adjectives						
a. Existence: words that express that a person or object is noticed or observed	"Mama", "Mary", "there" "here", "that", "hi"	"Dan" (for there's Dan) hi, there, that					
b. Non-existence/disappearance/rejection: words that express that the object or person is gone or the activity is finished	"No", "All gone"	"Gone", "finish", "done"					
c. Reoccurrence: words that express that the action should occur again or that more of an object is requested	More; again	More; again					
d. State verb: uses two verbs that express an emotion or a feeling	"Sleepy", "love", "hurt", "want", "need"	"Mad", "love", sick" "hurt", "want", "need", "like"					
e. Action verb: Uses at least five verbs that express an action	"Come", "get", "eat", "go", "look"	"Eat", "drink", "get"					
f. Names: Names of familiar persons	"Mom", "Dad", "sister"	Teacher's name, peer's name					
g. Adjectives or Adverbs: features of objects, persons or actions	"Dirty", "new", "pretty" "now", "big"	"Fast", "later", "good"					

For higher functioning students, see Communication Training Program, DLM Teaching Resource, Austin, Texas

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AREA VI: COMMUNICATION FUNCTIONS After the student is using prelanguage or language. This area shows how a student is using his/her communication. (sign, speech, communication board), Uses at least two words to:	Age Appropriate Examples/Context		Dates			Comments/Examples	Comments/Examples
Behaviors	Younger	Older Severely/Profound Handicapped					
1. Protest or reject - student lets you know when he/she doesn't like something	No, stop	No, don't, stop					
2. Request objects	Cracker (give me), bottle (give me)	Coffee (give me) paper (give me)					
3. Request action	Up (pick me up) look (look there)	Come (come here)					
4. Name objects for attention, confirmation or makes a statement or comment	Dog (there's dog) bottle (I have) sick (I'm sick)	Bus (there's bus) finish (I'm finished)					
5. Call someone	Uses name "Mama" to get attention	Uses name "Nancy" to get attention					
6. Offer	Hands toy to peer to play with, shares cracker, gives adult a turn	passes plate to peer, takes turns					
7. Repeat	"We have apples" repeats, apple	"You need your money" repeats, money					
8. Request permission	Outside (can I go outside)	Bathroom (I'm going to bathroom)					
9. Ask questions	Tha? (what's that)	Coat? (Where's my coat?)					
10. Answer questions	Where are you going? "outside"	What do you need? "napkin"					
11. Eighty percent of one-word utterances are understood by new people (speech, communication board, sign) if used in a familiar context	Student uses most final sounds in words and the majority of consonants are correct.						
12. Spontaneously initiates prelanguage/language between 40-60% of the time	Make sure opportunities are given to allow initiation						
13. Uses a variety of prelanguage responses or one and two-word utterances to express communication functions (#1-10 above)	May be prelanguage or language						
14. Environment provides opportunities for communication*	May be prelanguage or language						
15. Environment positively consequates communication*	May be prelanguage. Student is naturally reinforced for trying to communicate.						

(*Intervention will involve persons in the environment.)

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AREA VI: COMMUNICATION FUNCTIONS (Continued) Behaviors	Age Appropriate Examples/Context		Dates			Comments/ Examples	Comments/ Examples
	Younger	Older Severely/Profound Handicapped					
16. Environment expands student's prelanguage to language or expands to higher language levels*	Child points to balloon, Mom says "that's balloon	Students signs money teacher signs, "get money"					
17. Environment demands that the student use language in place of prelanguage across at least two nontraining settings*	For those students who have a formal language system (speech, signs or a communication board)						

*Intervention will involve persons in the environment.

Ecological Checklist
for Developing Communication Systems
for Students with Severe Handicaps

				Comment
Skills are taught in the context of naturally occurring activities and daily routines.				
Instructional materials and activities are age appropriate.				
General school areas are accessible by students with physical disabilities.				
Related services utilizes an integrated therapy rather than a pull-out service model.				
Provisions are made for interaction with non-handicapped peers.				
Provisions are made for skills to be taught in actual community environments.				
Alternative communication modes are used across program areas.				
Each individual child has needed adaptive equipment (switches, seating, etc).				
Medical information is current and available for all students.				
Pupil teacher staffing ratios are adequate.				
Active family involvement is evident in program planning and implementation.				
Students are physically positioned according to individual needs throughout the day.				
Instructional schedules are visible and designed to meet individual goals.				
IEP's included functional skills needed for home and community settings.				
IEP's include integrated plans for communication, motor and cognitive development.				
Data on student performance is collected on a weekly basis.				
Instructional programs procedures include: Natural environmental stimulus procedures				
Stimulus shaping and fading procedures				
Systems of least prompts				
Time Delay procedures				
Interrupted chain procedures				
There is a mechanism for communicating with parents on a frequent basis concerning generalization of skills to nonschool setting.				

INTEGRATION CHECKLIST

School____ Date____________

Directions: Place an "X" under the category which most closely reflects current practice at the school.

		All 100%	Most >50%	Few <50%	None 0%
1.	Students with severe handicaps are educated on a regular school campus.				
2.	The number of students with severe handicaps on the regular education campus reflect natural proportion (1-2%).				
3.	Students' age-range matches those of non-handicapped students.				
4.	Students with severe handicaps have their classrooms located throughout the school.				
5.	Students with severe handicaps follow the same school schedule as regular education students (arrive/dismissal, lunch, recess).				
6.	Students with severe handicaps use the same rest rooms as non-handicapped students.				
7.	Students with severe handicaps eat lunch with non-handicapped peers.				
8.	Students with severe handicaps have recess with non-handicapped peers.				
9.	Students with severe handicaps have homeroom or share the beginning and end of the school day in regular education classrooms.				
10.	Students with severe handicaps are included in extracurricular activities.				
11.	Students with severe handicaps eat lunch at the same table with non-handicapped peers.				
12.	Students with severe handicaps go on field trips with non-handicapped peers.				
13.	Students with severe handicaps participate in peer tutor programs.				
14.	Students with severe handicaps participate in peer buddy programs.				
15.	Students with severe handicaps ride the same school bus as non-handicapped students.				

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		All 100%	Most >50%	Few <50%	None 0%
16.	Students with severe handicaps attend regular music, PE, art and/or library.				
17.	Teachers of students with severe handicaps integrate themselves into school activities and organizations.				
18.	Teachers of students with severe handicaps have joint faculty meetings with regular education staff.				
19.	Teachers of students with severe handicaps provide normalized instruction to students.				
20.	Students with severe handicaps attend their "neighborhood" school.				
21.	Special education staff are supervised by regular school personnel				

Comments:

Adapted from Meyer & Kishi, (1985) and Stainback & Stainback, (1983)

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student:
Domain:
Environment:
Subenvironment:

Date:

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity:			
Skills 1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

EXHIBIT 4

SAMPLE AGENDA

Communication Intervention Project
In-Service Training for Hattiesburg Public Schools
Agenda
February 28 - March 2

Wednesday

8:30 - 9:00	In-Service Training Overview - Becky Wilson and Goals
9:00 - 10:30	Motor Considerations - Cynthia Yates
10:30 - 12:00	Parental Role - Betty Busbea
12:00 - 1:00	Lunch (your choice)
1:00 - 3:30	Functional Skills Curriculum - Becky Wilson

Thursday

8:30 - 12:00	Communication Development - Kathleen Stremel Introduction Identifying Critical Variables Determining Receptive Communication Objectives
12:00 - 1:00	Lunch (your choice)
1:00 - 3:30	Intervention Strategies
7:00	Dinner at Kat's House

Friday

8:30 - 9:00	Overview of Team Process Planning
9:00 - 10:30	Individual Disciplines Identify Specific Goals, Objectives, and Concerns Parents - Betty Busbea Physical Therapists - Leigh Hauer Speech/Language Pathologists - Kathleen Stremel Teachers - Becky Wilson
10:30 - 11:30	Thames School
11:30 - 12:30	Lunch (your choice)
12:30 - 2:30	Team Planning for Individualized Program Utilize Individual Discipline Plans Negotiate Mismatches
2:30 - 3:00	Finalize Communication Plans Formalized Written Plan
3:00 - 3:30	Wrap-up Posttest McCallon Satisfaction Scale Complete Reimbursement Forms

EXHIBIT 5

FACILITATING ROUTINE INTERACTIONS NCR PAPER

FACILITATING FAMILY ROUTINE INTERACTIONS

CHILD ____________________ NEXT VISIT ____________________

DATE ____________________ INTERVENTION PHASE ____________________

INTERVENTIONIST ____________________ ____________________

PROGRESS/OBJECTIVES ____________________ HAS COMPLETED

PROGRAMS/ACTIVITIES TO DO WITH ____________________

ROUTINES	OBJECTIVES	ACTIVITIES

MATERIALS LOAN	THINGS TO GET FOR ME	PERSON RESPONSIBLE

EXHIBIT 6

SATISFACTION MEASURES

COMMUNICATION INTERVENTION PROJECT
SATISFACTION SURVEY

TECHNICAL ASSISTANCE PHASE:

The following components were used by the project staff in providing technical assistance to team members. Circle the number that indicates how useful each component was in implementing communication intervention to students in the target classroom.

	No Opportunity	Not Useful	Somewhat Useful		Very Useful
Coaching	0	1	2	3	4
Data Collection Techniques	0	1	2	3	4
Demonstrations/ Modeling	0	1	2	3	4
Photographs	0	1	2	3	4
Team Teaching	0	1	2	3	4
Videotaping/Feedback	0	1	2	3	4
Wall Charts	0	1	2	3	4
Written Plans	0	1	2	3	4

1. How knowledgeable do you think you were about the concepts and skills of communication intervention before participating in this project?

None	Little	Some	Great
1	2	3	4

2. To what extent did participation in this project increase your understanding of the concepts and skills of communication intervention for students with severe handicaps?

None	Little	Some	Great
1	2	3	4

3. Were you able to carry out the communication plan developed for the target child during the workshop? Yes______ No______

Please note difficulties you encountered in implementing the plan.____

____

____.

4. How many communication opportunities do you provide during the activity/routine that was chosen as a demonstration?

None	Few (1-5)	Several (6-15)	Great (over 15)
1	2	3	4

5. How many communication opportunities do you provide during other activities/routines that were not selected as a demonstration?

None	Few (1-5)	Several (6-15)	Great (over 15)
1	2	3	4

6. How often do you provide reinforcement/feedback to the child during the selection demonstration activity/routine?

Not (0)	Somewhat (1-5)	Often (6-15)	Very (over 15)
1	2	3	4

7. How often do you provide reinforcement/feedback to the child during activities/routines that were not selected as a demonstration?

Not (0)	Somewhat (1-5)	Often (6-15)	Very (over 15)
1	2	3	4

8. Before participating in the project, how many times did your student communicate appropriately per day?

0-10	11-50	51-100	Above 100
1	2	3	4

9. Since participating in the project, how many times does your student communicate appropriately per day?

0-10	11-50	51-100	Above 100
1	2	3	4

10. In implementing the communication plan developed, what more could the project staff do to assist you in implementing the plan in regard to each of the technical assistance components?

Coaching____

____.

Data Collection ____

____.

Techniques____

____.

Demonstrations/Modeling_________________________________

____.

Photographs____

____.

Team Teaching____

____.

Videotaping/Feedback____________________________________

____.

Wall Charts____

____.

Written Plans____

____.

Any other suggestions you might have________________________

____

____

____.

11. Were you able to develop communication plans and objectives for other children with severe handicaps in your class/caseload? Yes______ No______

Please note difficulties you encountered in developing the plans and objectives.______________________________________

____

____.

12. How systematic was your team of parents/professionals in providing an integrative approach in serving children with severe handicaps before participating in the project?

None	Little	Somewhat	Very
1	2	3	4

13. To what extent did participation in this project increase the systematic planning of your team in providing an integrative approach to serving children with severe handicaps?

None	Little	Some	Greatly
1	2	3	4

14. Other comments that would be helpful in assisting other school districts in developing communication plans for students with severe handicaps. ______________________________

____

____

____

____.

COMMUNICATION INTERVENTION PROJECT
PARENT SATISFACTION SURVEY

Circle the number that indicates how you feel in regard to each question.

TECHNICAL ASSISTANCE PHASE:

1. How much did you know and understand about the concepts and skills of communication intervention before participating in this project?

None	Little	Some	Great
1	2	3	4

2. To what extent did participation in this project increase your understanding of the concepts and your ability to apply the skills of communication intervention for your child?

None	Little	Some	Great
1	2	3	4

3. Were you able to carry out the communication plan developed for your child in your home? Yes_____ No_____
In the community? Yes_____ No_____

Please note any difficulties you encountered in implementing the plan. ____

____

____

4. Before participating in the project, how many times did your child communicate appropriately per day?

0-10	11-50	51-100	Above 100
1	2	3	4

5. Since participating in the project, how many times does your child communicate appropriately per day?

0-10	11-50	51-100	Above 100
1	2	3	4

6. If you aren't able to determine a number of times your child appropriately communicates per day, do you feel your child is beginning to understand he/she can communicate with you in some manner and thereby impact his environment?
Yes_____ No_____ Please explain__________________________

____

7. How effective was your team of parents/professionals in providing an integrative approach in serving your child with severe handicaps before participating in this project?

None	Little	Somewhat	Very
1	2	3	4

8. Do you feel all the professionals serving your child in this team approach are working better together and with you as the parent to provide service to your child?

None	Little	Somewhat	Very
1	2	3	4

9. What suggestions would you give to improve parent involvement on a team? ____________________________________

____

____

10. Do you feel you could have benefitted from more technical assistance in your home setting?

None	Little	Somewhat	Very
1	2	3	4

11. If you do feel you would have benefitted from more technical assistance in your home setting, what do you feel should be done in the future to ensure that more opportunities are provided in the home environment? __________________________

____

____

12. What was the major benefit for you in participating in this project? ____

____

____

13. Other comments on how we could have better assisted you and your child. ____

____

____

Appendix B

Child Data Sources

Name J M

Teacher D S

1) Date 11/[illegible] Color ■

2) Date 5/21/90 Color ■

3) Date 10/26 Color ■

4) Date ___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at familiar person
2 Looks at object
3 Reacts to noise
4 Reacts to [illegible]
5 Reacts to taste/smell
6 Reacts to familiar voice
7 [illegible] activity level
8 Tracks side to side
9 Searches for sound
10 Responds to different voice tones

3 months

11 Responds to obj./person/sound in familiar routine
12 Looks at objects
13 Turns toward sounds/voices
14 Participates in a familiar movement
15 Smiles at familiar person
16 Continues movement when assisted
17 Responds to different [illegible] interaction

6 months

18 Tries to get attention by
- smiling
- eye contact
- vocalization

vocal play

19 Turn taking activity
20 Imitates action modeled by adult
21 Anticipates and does next action in a routine

9 months

22 Imitates new actions. Student can see his own action.
23 Imitates new actions. Student can not see his own actions

II. Interaction with Objects

1 [illegible] on objects
2 Maintains grasp on objects placed in hand
3 Mouths objects
4 Looks at objects placed in hand
5 Reaches for object. Object and hand seen
6 Continues to search for removed obj.
7 Shakes and bangs obj. placed in hand
8 Reaches and holds objects (5 sec.)
9 Demonstrates four simple actions of objects
10 Reaches and takes partially hidden object
11 Takes hidden object
12 Explores new object
13 Picks up third object
14 Demonstrates 2+ complex actions on obj.
15 Imitates action on object
16 Uses one obj. to act on 2nd obj.
17 Demonstrates function of obj.
18 Uses 10+ objects appropriately
19 Identifies object that go together
20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making
2 Demonstrate differentiated cries
3 Demonstrates interactive sound making
4 Vocalizes in a response to a person talking
5 Uses two vowels, two consonants in vocal play/or communication
6 Repeats vocalizations to gain reactions
7 Vocalizes sounds with different pitch/loudness
8 Initiates verbal play with adult
9 Uses 3+ sound "b, p, m, n, l"
10 Produces 5+ babbling combinations (repetitive)
11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates
12 Initiates sounds. Adult imitates
13 Produces 5+ babbling combinations (nonrepetitive)
14 Imitates word approximation syllables repeat
15 Imitates one syllable word approximations
16 Imitates two syllable words repetitive consonant
17 Imitates new sounds
18 Imitates new two syllable words

IV. Receptive Communication

0-12 mos.

1 Responds to name by blinking/ceasing activity
2 Responds to environmental noise
3 Responds to firm voice
4 Holds up/out hands
5 Responds to 5+ functional touch cues
6 Turns to own name being called
7 Responds to "come here" with gesture
8 Ceases activity
9 Follows look cue
10 Follows 3+ simple directions
11 Follows 5+ simple directions
12 Demonstrates 3+ actions
13 Looks at obj./person
14 Gets obj. out of sight (gesture cue)
15 Gives obj. (gesture one)
16 Responds to "look" (verbal cue only)
17 Identifies 3+ familiar obj. (verbal cue)

12+ mos.

18 Responds to own name
19 Identifies 2+ familiar persons
20 Follows 3+ directions w/o gesture
21 Identifies body parts
22 Identifies 5+ familiar objects
23 Follows 5+ directions w/o gestures
24 Gets object out of sight
25 Follows 10+ directions w/o gestures
26 Identifies 10+ obj. when given name or sign (3 distractors)
27 Identifies 20+ obj. when given name or sign (3 distractors)
28 Demo/Identify 5+ action verbs
29 Shows understanding thru responses of 3 or more types with the following two word combinations
- a Understands state-obj.
- b Understands action - obj.
- c Understands action - location
- d Understands reoccurance/obj.
- e Understands feature - obj.
- f Understands agent - action
- g Understands negation
- h Understands possessive
- i Understands demo - obj.
- j Understands location
- k Understands conjunction
- l Understands feature - obj.

30 Follows 3+ 2-concept directions in content
31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to have adult re-peat 3+ activities center #1
2 Uses simple signal to have adult start a routine activity
3 [illegible]
4 Touches or assists adult to request more (2+)
5 Initiates "up" or "go with"
6 Reaches/touches to request
7 Indicates "up" "went down"
8 Manipulate adult to request more 3+
9 Manipulate adult to request more
10 Gives object to request more
11 Gives 3+ obj. to request
12 Gives 5+ obj. to (w/o gesture)
13 Use touch to request
14 Uses gaze to request
15 Waves bye/hi
16 Extends hand to request
17 Shakes head
18 Nods head
19 Pulls/tugs at adult to request
20 Imitates waving hi/bye
21 Pairs prelanguage with vocal
22 Points to request

A. Prelanguage (Con
B. Language

23 Uses 3+ gestures
24 Vocals to get attention
25 Pairs 3+ gestures
26 Points objects to "show"
27 Taps/hold up hand to get attention
28 Shows object for comment
29 Uses 5+ gestures
30 Requests objects out of sight using gestures

B. LANGUAGE

31 Requests 2+ obj./actions
32 Requests 5+ obj./action
33 Names 5+ obj.
34 Uses 10+ words to request
35 Uses 20+ words to request or label
- a Uses "Existence" words
- b Uses "Non-Existence" words
- c Uses "Reoccurence words
- d Uses 2+ verbs - feeling/emotion
- e Uses 5+ verbs - action
- f Uses names
- g Uses adjectives/adverbs

BEST COPY AVAILABLE

Name J. . . . H

Teacher B H

1) Date 11/14/84 Color ■

2) Date 5/26/85 Color ■

3) Date 11-13-86 Color ■

4) Date ___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at familiar person
2 Looks at object
3 Reacts to noise
4 Reacts to contact
5 Reacts to taste/smell
6 Reacts to familiar voice
7 Changes activity level
8 Tracks side to side
9 Searches for sound
10 Responds to different voice tones

3 months

11 Responds to obj/person/sound in familiar routine
12 Looks at objects
13 Turns toward sounds/voices
14 Participates in familiar movement
15 Smiles at familiar person
16 Continues movement when assisted
17 Responds to different ways to interaction

6 months

18 Tries to get attention by smiling, eye contact, vocalization
19 Turn taking activity
20 Imitates action modeled by adult
21 Anticipates and does next action in a routine

9 months

22 Imitates new actions. Student can see his own action
23 Imitates new actions. Student can not see his own actions

II. Interaction with Objects

1 Repeats actions on objects
2 Maintains grasp on objects placed in hand
3 Mouths objects
4 Looks at objects placed in hand
5 Reaches for object. Object and hand seen
6 Continues to search for removed obj.
7 Shakes and bangs obj. placed in hand
8 Reaches and holds objects 5 sec.
9 Demonstrates four simple actions on objects
10 [illegible] and takes partially hidden object
11 Takes hidden object
12 Explores new object
13 Picks up third object
14 Demonstrates 2+ complex actions on obj.
15 Imitates action on object
16 Uses one obj. to act on 2nd obj.
17 Demonstrates function of obj.
18 Uses 10+ objects appropriately
19 Identifies object that go together
20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making
2 Demonstrates differentiated cries
3 Demonstrates interactive sound making
4 Vocalizes in response to a person talking
5 Uses two vowels, two consonants in vocal play/or communication
6 [illegible]
7 [illegible]
8 Initiates vocal play with adult
9 Uses 3+ sounds "[illegible]"
10 Produces 5+ babbling combinations (repetitive)
11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates
12 Initiates sounds. Adult imitates
13 Produces 5+ babbling combinations (nonrepetitive)
14 Imitates word approximation syllables repeat
15 Imitates one syllable word approximations
16 Imitates two syllable words repetitive consonant
17 Imitates new sounds
18 Imitates new two syllable words

IV. Receptive Communication

0-12 mos.

1 Responds to name by blinking/ceasing activity
2 Responds to environmental cues
3 Responds to [illegible]
4 [illegible]
5 Responds to 5+ functional touch cues
6 [illegible]
7 Responds to "come here" with gesture
8 [illegible]
9 Follows [illegible] cue
10 Follows 3+ simple directions
11 Follows 5+ simple directions
12 Demonstrates [illegible] actions
13 Looks at obj./person
14 Gets obj. out of sight (gesture cue)
15 Gives obj. [illegible] gesture cue)
16 Responds to "look" (verbal cue only)
17 Identifies familiar obj. (verbal cue)

12+ mos.

18 Responds to own name
19 Identifies 2+ familiar persons
20 Follows 3+ directions w/ gestures
21 Identifies [illegible] body parts
22 Identifies [illegible] familiar objects
23 Follows 5+ directions w/ gestures
24 Gets object out of sight
25 Follows 10+ directions w/o gestures
26 Identifies 10+ obj. when given name or sign (3 distractors)
27 Identifies 20+ obj. when given name or sign (3 distractors)
28 Uses/Identify [illegible] action verbs
29 Shows understanding thru responses of 3 or more types with the following two word combinations
a Understands state-obj.
b Understands action - obj.
c Understands action - location
d Understands reoccurance/obj.
e Understands feature - obj.
f Understands agent - action
g Understands negation
h Understands possessive
i Understands demo - obj.
j Understands location
k Understands conjunction
l Understands feature - obj.
30 Follows 3+ 2-concept directions in content
31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to make adults continue activity [illegible]
2 Uses simple signals [illegible] routine [illegible]
3 [illegible]
4 [illegible]
5 Imitates "up" or "go with"
6 Reaches/touches to request
7 Indicates [illegible] "[illegible] down"
8 Manipulates adult to request more 3+
9 Manipulates adult to request more
10 Gives object to request more
11 Gives 3+ obj. to request
12 Gives 5+ obj. to r/o gesture
13 Use touch to request
14 Uses gaze to request
15 [illegible] yes/no
16 Extends hand to request
17 Shakes head
18 Nods head
19 [illegible]
20 Imitates waving hi/bye
21 [illegible]
22 Points to request

A. Prelanguage (Co
B. Language

23 Uses 5+ gestures
24 [illegible] attention
25 [illegible]
26 Points objects to "show"
27 Taps/holds up hand to get attention
28 Shows object for comment
29 Uses 3+ gestures
30 Requests objects out of sight using gestures

B LANGUAGE

31 Requests 3+ obj./actions
32 Requests 5+ obj./action
33 [illegible]
34 Uses 10+ words to request
35 Uses 20+ words to request or label
a Uses "Existence" words
b Uses "Non-Existence" words
c Uses "Reoccurence words
d Uses 2+ verbs - feeling/emotion
e Uses 5+ verbs - action
f Uses names
g Uses adjectives /adverbs

BEST COPY AVAILABLE

Name C ____________ H

Teacher J

1) Date 1/18/80 Color ■

2) Date 1/6/ Color ■

3) Date 2/9/ Color ■

4) Date ___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at familiar person
2 Looks at object
3 Reacts to noise
4 Reacts to contact
5 Reacts to taste/smell
6 Reacts to familiar voice
7 Changes activity level
8 Tracks side to side
9 Searches for sound
10 Responds to different voice tones
11 Responds to obj/person/sound in familiar routine
12 Looks at objects
13 Turns toward sounds/voices
14 Participates in a familiar movement
15 Smiles at familiar person
16 Continues movement when assisted
17 Responds to different ways to interaction
18 Tries to get attention by
. smiling
. eye contact
. vocalization
19 Turn taking activity
20 Imitates action modeled by adult
21 Anticipates and does next action in a routine
22 Imitates new actions. Student can see his own action
23 Imitates new actions. Student can not see his own actions

months

6 months

9 months

II. Interaction with Objects

1 Repeats actions on objects
2 Maintains grasp on objects placed in hand
3 Mouths objects
4 Looks at objects placed in hand
5 Reaches for object. Object and hand seen
6 Continues to search for removed obj.
7 Shakes and bangs obj. placed in hand
8 Reaches and holds objects (2 sec.)
9 Demonstrates simple actions on objects
10 Watches and takes partially hidden object
11 Takes hidden object
12 Explores new object
13 Picks up third object
14 Demonstrates complex actions on obj.
15 Imitates action on object
16 Uses one obj to act on 2nd obj.
17 Demonstrates function of obj.
18 Uses 10+ objects appropriately
19 Identifies object that go together
20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making
2 Demonstrate differentiated cries
3 Demonstrates interactive sound making
4 Vocalizes in a response to a person talking
5 Uses two vowels, two consonants in vocal play/ or communication
6 Repeats vocalizations to gain reactions
7 Vocalizes sound with different pitch/loudness
8 Imitates verbal play with adult
9 Uses 3+ sound "[illegible] n, l"
10 Produces 5+ babbling combinations (repetitive)
11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates
12 Initiates sounds. Adult imitates
13 Produces 5+ babbling combinations (nonrepetitive)
14 Imitates word approximation syllables repeat
15 Imitates one syllable word approximations
16 Imitates two syllable words repetitive consonant
17 Imitates new sounds
18 Imitates new two syllable words

IV. Receptive Communication

0-12 mos.

1 Responds to name by blinking/ceasing activity
2 Responds to environmental cues
3 Responds to [illegible]
4 Holds [illegible]
5 Responds to 5+ functional touch cues
6 [illegible]
7 Responds to "come here" with gesture
8 Ceases act[illegible]
9 Follows "look" cue
10 Follows 3+ simple directions
11 Follows 5+ simple directions
12 Demonstrates 3+ actions
13 Looks at obj [illegible]
14 Gets obj. out of sight (gesture cue)
15 Gives obj. (gesture cue)
16 Responds to "look" (verbal cue only)
17 Identifies familiar obj. (verbal cue)

12+ mos.

18 Responds to own name
19 Identifies 3+ familiar persons
20 Follows 3+ directions w/o gesture
21 Identifies body parts
22 Identifies 5+ familiar objects
23 Follows 5+ directions w/o gestures
24 Gets object out of sight
25 Follows 10+ directions w/o gestures
26 Identifies 10+ obj. when given name or sign (3 distractors)
27 Identifies 20+ obj. when given name or sign (3 distractors)
28 Demo/Identify 5+ action verbs
29 Shows understanding thru responses of 3 or more types with the following two word combinations
a Understands state-obj.
b Understands action - obj.
c Understands action - location
d Understands reoccurance/obj.
e Understands feature - obj.
f Understands agent - action
g Understands negation
h Understands possessive
i Understands demo - obj.
j Understands location
k Understands conjunction
l Understands feature - obj.
30 Follows 3+ 2-concept directions in content
31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to have adults repeat 3+ activities (center 3)
2 Uses simple signals to have adults start a routine activity
3 Pushes away to [illegible] reject
4 Touches or assists adult to request more (2+)
5 Initiates "up" or "go with"
6 Reaches/touches to request
7 Indicates "I want down"
8 Manipulates adult to request more 3+
9 Manipulates adult to request more
10 Gives object to request more
11 Gives 2+ obj. to request
12 Gives 5+ obj. to/w/o gesture
13 Uses touch to request
14 Uses [illegible] to request
15 [illegible]
16 Extends hand [illegible] request
17 Shakes head
18 Nods head
19 Pulls/tugs at adult to request
20 Initiates waving hi/bye
21 Pairs prelanguage with vocal
22 Points to request

A. Prelanguage(Co
B. Language

23 Uses 3+ gestures
24 Vocalizes to get attention
25 [illegible]
26 Points objects to "show"
27 Taps/hold up hand to get attention
28 Shows object for comment
29 Uses 5+ gestures
30 Requests objects out of sight using gestures

B. LANGUAGE

31 Requests 2+ obj./actions
32 Requests 5+ obj./action
33 Names 5+ obj.
34 Uses 10+ words to request
35 Uses 20+ words to request or label
a Uses "Existence" words
b Uses "Non-Existence" words
c Uses "Reoccurence words
d Uses 2+ verbs - feeling/emotion
e Uses 5+ verbs - action
f Uses names
g Uses adjectives /adverbs

BEST COPY AVAILABLE

Name C. J.
Teacher C. H.

1) Date 12/6/80 Color ■
2) Date 4/6/81 Color ■
3) Date 9/1/81 Color ■
4) Date ___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at familiar person
2 [illegible]
3 [illegible]
4 [illegible]
5 Reacts to taste/smell
6 Reacts to familiar voice
7 Changes activity level
8 Tracks/side to side
9 Searches for sound
10 Responds to different voice tones

3 months

11 Responds to obj./person/sound in familiar routine
12 Looks at objects
13 Turns toward sounds/voices
14 Participates in a familiar movement
15 Smiles at familiar person
16 Continues movement when assisted
17 Responds to different ways of interaction

6 months

18 Tries to get attention by
. smiling
. eye contact
. vocalization
19 Turn taking activity
20 Imitates action modeled by adult
21 Anticipates and does next action in a routine

9 months

22 Imitates new actions. Student can see his own actions
23 Imitates new actions. Student can not see his own actions

II. Interaction with Objects

1 Repeats actions on objects
2 Maintains grasp on objects placed in hand
3 Mouths objects
4 Looks at objects placed in hand
5 Reaches for object. Object and hand seen
6 Continues to search for removed obj.
7 Shakes and bangs obj. placed in hand
8 Reaches and holds objects (5 sec.)
9 Demonstrates four simple actions on objects
10 [illegible] partially hidden object
11 Takes hidden object
12 Explores new object
13 Picks up third object
14 Demonstrates 2+ complex actions on obj.
15 Imitates action on object
16 Uses one obj. to act on 2nd obj.
17 Demonstrates function of obj.
18 Uses 10+ objects appropriately
19 Identifies [illegible] together
20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making
2 Demonstrate differentiated cries
3 Demonstrates interactive sound making
4 Vocalizes in response to a person talking
5 Uses two vowels, two consonants in vocal play/or communication
6 Repeats vocalizations to gain reactions
7 Vocalizes sounds with different pitch/loudness
8 Initiates vocal play with adult
9 Uses [illegible] sounds "b, p, m, n, l"
10 Produces 3+ babbling combinations (repetitive)
11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates
12 Initiates sounds. Adult imitates
13 Produces 5+ babbling combinations (nonrepetitive)
14 Imitates word approximation syllables repeat
15 Imitates one syllable word approximations
16 Imitates two syllable words repetitive consonant
17 Imitates new sounds
18 Imitates new two syllable words

IV. Receptive Communication

0-12 Mos.

1 Responds to name by stopping/ceasing activity
2 Responds to environmental cues
3 Responds to firm voice
4 [illegible] w/out hands
5 Responds to 5+ functional touch cues
6 Turns to own name being spoken
7 Responds to "come here" with gesture
8 Ceases [illegible] activity
9 Follows [illegible]
10 Follows 3+ simple directions
11 Follows 5+ simple directions
12 Demonstrates 3+ actions
13 Looks at obj./person
14 Gets obj. out of sight (gesture cue)
15 Gives obj. (gesture cue)
16 Responds to [illegible] (verbal cue only)
17 Identifies 3+ familiar obj. (verbal cue)

12+ Mos.

18 Responds to own name
19 Identifies 3+ familiar people
20 Follows 3+ directions w/o gestures
21 Identifies body parts
22 Identifies 3+ familiar objects
23 Follows 5+ directions w/o gestures
24 Gets object out of sight
25 Follows 10+ directions w/o gestures
26 Identifies 10+ obj. when given name or sign (3 distractors)
27 Identifies 20+ obj. when given name or sign (3 distractors)
28 Demo/Identify 5+ action verbs
29 Shows understanding thru responses of 3 or more types with the following two word combinations
a Understands state-obj.
b Understands action - obj.
c Understands action - location
d Understands reoccurance/obj.
e Understands feature - obj.
f Understands agent - action
g Understands negation
h Understands possessive
i Understands demo - obj.
j Understands location
k Understands conjunction
l Understands feature - obj.
30 Follows 5+ 2-concept directions in content
31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to have adults repeat 3+ activities [illegible]
2 Uses simple signals to have adults start a routine activity
3 Pushes away to protest/reject
4 Touches or [illegible] adult to request more (2+)
5 Imitates [illegible]
6 Reaches/touches to request
7 Indicates "I want down"
8 Manipulates adult to request more [illegible]
9 Manipulates adult to request more
10 Gives object to request more
11 Gives 3+ obj. to request
12 Gives 5+ obj. [illegible] (w/o gesture)
13 Uses touch to request
14 Uses gaze to request
15 Waves bye/hi
16 Extends hand to request
17 [illegible]
18 [illegible]
19 Pulls/tugs at adult to request
20 Imitates waving hi/bye
21 Pairs prelanguage with vocal
22 Points to request

A. Prelanguage (Con't)
B. Language

23 Uses 3+ [illegible]
24 Vocally to get attention
25 [illegible] 3+ gestures
26 Points objects to "show"
27 Taps/hold up hand to get attention
28 Shows object for comment
29 Uses 5+ gestures
30 Requests objects out of sight using gestures

B. LANGUAGE

31 Requests 2+ obj./actions
32 Requests 5+ obj./action
33 Names 5+ obj.
34 Uses 10+ words to request
35 Uses 20+ words to request or label
a Uses "Existence" words
b Uses "Non-Existence" words
c Uses "Reoccurrence words
d Uses 2+ verbs - feeling/emotion
e Uses 5+ verbs - action
f Uses names
g Uses adjectives/adverbs

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Name K — D —

Teacher C — D —

1) Date 11/2?/? Color ■ 3) Date___ Color ☐

2) Date 5/20/? Color ■ 4) Date___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at familiar person
2 Looks at object
3 Reacts to sound
4 Reacts to contact
5 Reacts to taste /smell
6 Reacts to familiar voice
7 Changes activity level
8 [illegible]
9 [illegible] for sound
10 Responds to different voice tones
3 months
11 Responds to obj./person/sound in familiar routine
12 Looks at objects
13 Turns toward sounds/voices
14 Participates in a familiar routine
15 Smiles at familiar person
16 [illegible]
17 Responds to different ways to interaction
6 months
18 Tries to get attention by
. smiling
. eye contact
. vocalization
19 Turn taking activity
20 Imitates action modeled by adult
21 Anticipates and does next action in a routine
9 months
22 Imitates new actions. Student can see his own action
23 Imitates new actions. Student can not see his own actions

II. Interaction with Objects

1 Repeats actions on objects
2 Maintains grasp on object placed in hand
3 Mouths objects
4 Looks at objects placed in hand
5 Reaches for object. Object and hand [illegible]
6 Continues to search for removed obj.
7 Shakes and bangs obj. placed in hand
8 Reaches and holds object (5 sec.)
9 Demonstrates for simple actions or objects
10 Reaches and takes partially hidden object
11 Takes hidden object
12 Explores new object
13 Picks up third object
14 Demonstrates 2+ complex actions on obj.
15 Imitates action on object
16 Uses one obj. to act on 2nd obj.
17 Demonstrate function of obj.
18 Uses 10+ objects appropriately
19 Identifies object that go together
20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making
2 Demonstrate differentiated cries
3 Demonstrates interactive sound making
4 Vocalizes in a response to a person talking
5 Uses two vowels, two consonants in vocal play/or communication
6 Repeats vocalizations to [illegible] reactions
7 Vocalizes [illegible] with different pitch/loudness
8 Initiates verbal play with adult
9 Uses 3+ sound "b, p, m, n, l"
10 Produces 5+ babbling combinations (repetitive)
11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates
12 Initiates sounds. Adult imitates
13 Produces 5+ babbling combinations (nonrepetitive)
14 Imitates word approximation syllables repeat
15 Imitates one syllable word approximations
16 Imitates two syllable words repetitive consonant
17 Imitates new sounds
18 Imitates new two syllable words

IV. Receptive Communication

0-12 mos.

1 Responds to name by blinking ceasing activity
2 Responds to environmental cues
3 Responds to firm voice
4 Holds up/out hands
5 Responds to 3+ functional touch cues
6 Turns to own name being called
7 Responds to "come here" with gesture
8 Ceases activity
9 Follows [illegible] cue
10 Follows 3+ simple directions
11 Follows 3+ simple directions
12 Demonstrates 3+ actions
13 Looks at obj. /person
14 Gets obj. out of sight (gesture cue)
15 Gives obj. (gesture one)
16 Responds to "look" (verbal cue only)
17 Identifies 3+ familiar obj. (verbal cue)

12+ mos.

18 Responds to own name
19 Identifies 2+ familiar persons
20 Follows 3+ directions w/o gesture
21 Identifies body parts
22 Identifies 3+ familiar objects
23 Follows 5+ directions w/o gestures
24 Gets object out of sight
25 Follows 10+ directions w/o gestures
26 Identifies 10+ obj. when given name or sign (3 distractors)
27 Identifies 20+ obj. when given name or sign (3 distractors)
28 Demo/Identify 5+ action verbs
29 Shows understanding thru responses of 3 or more types with the following two word combinations
a Understands state-obj.
b Understands action - obj.
c Understands action - location
d Understands reoccurance/obj.
e Understands feature - obj.
f Understands agent - action
g Understands negation
h Understands possessive
i Understands demo - obj.
j Understands location
k Understands conjunction
l Understands feature - obj.
30 Follows 3+ 2-concept directions in content
31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to have adults repeat 3+ activities (confer [illegible])
2 Uses simple signal to have adults start a routine activity
3 Pushes away to protest/reject
4 Touches or assists adult to request more (2+)
5 Initiates "up" or "go with"
6 Reaches/touches to request
7 Indicates "I want down"
8 Manipulates adult to request more 3+
9 Manipulate adult to request more
10 Gives object to request
11 Gives 3+ obj. to request
12 Gives 3+ obj. to (w/o gesture)
13 Use touch to request
14 Uses gaze to request
15 Waves bye/hi
16 Extends hand to request
17 Shakes head
18 Nods head
19 Pulls/tugs at adult to request
20 Imitates waving hi/bye
21 Pairs prelanguage with vocal
22 Points to request

A. Prelanguage(Co

B. Language

23 Uses 3+ gestures
24 Vocals to get attention
25 Pairs 3+ gestures
26 Points objects to "show"
27 Taps/hold up hand to get attention
28 Shows object for comment
29 Uses 5+ gestures
30 Requests objects out of sight using gestures

B LANGUAGE

31 Requests 2+ obj./actions
32 Requests 5+ obj./action
33 Names 5+ obj.
34 Uses 10+ words to request
35 Uses 20+ words to request or label
a Uses "Existence" words
b Uses "Non-Existence" words
c Uses "Reoccurence words
d Uses 2+ verbs - feeling/emotion
e Uses 5+ verbs - action
f Uses names
g Uses adjectives /adverbs

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Name K P

Teacher D I

1) Date 2/19/92 Color ■ 3) Date___ Color ☐

2) Date 5/27/92 Color ■ 4) Date___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input	II. Interaction with Objects	III. Vocal Development	IV. Receptive Communication 0-12 mos.	IV. Receptive Communication 12+ mos.	V. Expressive Communication A. Prelanguage	V. Expressive Communication A. Prelanguage(Cont.) B. Language
~~1 Looks at familiar person~~ [illegible] [illegible] [illegible] [illegible] ~~7 Changes activity level~~ ~~8 Tracks side to side~~ ~~9 Searches for sound~~ ~~10 Responds to different voice tones~~ [illegible] months ~~11 Responds to obj./person/sound in familiar routine~~ [illegible] ~~13 Turns toward sounds/voices~~ ~~14 Participates in a familiar movement~~ ~~15 Smiles at familiar person~~ 16 Continues movement when assisted ~~17 Responds to different ways to interaction~~ [illegible] months ~~18 Tries to get attention by . smiling . eye contact . vocalization~~ 19 Turn taking activity 20 Imitates action modeled by adult 21 Anticipates and does next action in a routine 9 months 22 Imitates new actions. Student can see his own action 23 Imitates new actions. Student can not see his own actions	~~1 Repeats [illegible]~~ ~~2 Maintains grasp on object~~ ~~[illegible] objects in hand~~ ~~3 Mouths objects~~ ~~4 Looks at objects placed in hand~~ ~~5 Reaches for object. Object and hand seen~~ 6 Continues to search for removed obj. 7 Shakes and bangs obj. placed in hand 8 Reaches and holds objects (5 sec.) 9 Demonstrates four simple actions on objects 10 Reaches and takes partially hidden object 11 Takes hidden object 12 Explores new object 13 Picks up third object 14 Demonstrates 2+ complex actions on obj. 15 Imitates action on object 16 Uses one obj. to act on 2nd obj. 17 Demonstrates function of obj. 18 Uses 10+ objects appropriately 19 Identifies object that go together 20 Matches identical obj.	~~1 Demonstrates reflexive sound making~~ ~~2 Demonstrate differentiated cries~~ ~~3 Demonstrates interactive sound making~~ ~~4 Vocalizes in a response to a person talking~~ 5 Uses two vowels, two consonants in vocal play/ or communication 6 Repeats vocalizations to gain reactions 7 Vocalizes sounds with different pitch/loudness 8 Initiates verbal play with adult 9 Uses 3+ sound "b, p, m, n, l" 10 Produces 3+ babbling combinations (repetitive) 11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates 12 Initiates sounds. Adult imitates 13 Produces 3+ babbling combinations (nonrepetitive) 14 Imitates word approximation syllables repeat 15 Imitates one syllable word approximations 16 Imitates two syllable words repetitive consonant 17 Imitates new sounds 18 Imitates new two syllable words	~~1 Responds to name by blinking/ceasing activity~~ ~~2 Responds to environmental cues~~ ~~3 Responds to firm touch~~ 4 Holds up/out hands 5 Responds to 5+ functional touch cues ~~6 Turns to [illegible]~~ 7 Responds to "come here" with gesture 8 Ceases activity 9 Follows look cue 10 Follows 3+ simple directions 11 Follows 5+ simple directions 12 Demonstrates 3+ actions 13 Looks at obj./person 14 Gets obj. out of sight (gesture cue) 15 Gives obj. (gesture cue) 16 Responds to "look" (verbal cue only) 17 Identifies 3+ familiar obj. (verbal cue)	18 Responds to own name 19 Identifies 3+ familiar persons 20 Follows 3+ directions w/o gesture 21 Identifies body parts 22 Identifies 3+ familiar objects 23 Follows 5+ directions w/o gestures 24 Gets object out of sight 25 Follows 10+ directions w/o gestures 26 Identifies 10+ obj. when given name or sign (3 distractors) 27 Identifies 20+ obj. when given name or sign (3 distractors) 28 Demo/Identify 3+ action verbs 29 Shows understanding thru responses of 3 or more types with the following two word combinations a Understands state-obj. b Understands action - obj. c Understands action - location d Understands reoccurrence/obj. e Understands feature - obj. f Understands agent - action g Understands negation h Understands possessive i Understands demo - obj. j Understands location k Understands conjunction l Understands feature - obj. 30 Follows 3+ 2-concept directions in content 31 Follows 10+ 2-concept directions	~~1 Uses simple signals to have adults repeat 3+ activities center [illegible]~~ ~~2 Uses simple signal to have adults start a routine activity~~ ~~3 Pushes away to protest/reject~~ 4 Touches or assists adult to request more (2+) ~~5 Initiates "up" or "go with"~~ ~~6 Reaches/touches to request~~ ~~7 Indicates "I want down"~~ 8 Manipulate adult to request more 3+ 9 Manipulate adult to request more 10 Gives object to request more 11 Gives 3+ obj. to request 12 Gives 5+ obj. to (w/o gesture) 13 Use touch to request 14 Uses gaze to request 15 Waves bye/hi 16 Extends hand to request 17 Shakes head 18 Nods head 19 Pulls/tugs at adult to request 20 Imitates waving hi/bye 21 Pairs prelanguage with vocal 22 Points to request	23 Uses 3+ gestures 24 Vocals to get attention 25 Pairs 3+ gestures 26 Points objects to "show" 27 Taps/hold up hand to get attention 28 Shows object for comment 29 Uses 5+ gestures 30 Requests object out of sight using gestures B. LANGUAGE 31 Requests 2+ obj./actions 32 Requests 5+ obj./action 33 Names 5+ obj 34 Uses 10+ words to request 35 Uses 20+ words to request or label a Uses "Existence" words b Uses "Non-Existence" words c Uses "Reoccurrence words d Uses 2+ verbs - feeling/emotion e Uses 5+ verbs - action f Uses names g Uses adjectives /adverbs

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Name C. T.

Teacher D. P.

1) Date 1/[illegible] Color ☐

2) Date 5/21/92 Color ☐

3) Date___ Color ☐

4) Date___ Color ☐

COMMUNICATION PLACEMENT ASSESSMENT PROFILE

I. Responses to Sensory/Social Input

1 Looks at/familiar person

2 Looks at object

3 Reacts to noise

4 Reacts to contact

5 Reacts to taste /smell

6 Reacts to familiar voice

7 Changes activity level

8 Tracks side to side

9 Searches for sound

10 Responds to different voice tones

3 months

11 Responds to obj./person/ sound in familiar routine

12 Looks at objects

13 Turns toward sound/voice

14 Participates in a familiar movement

15 Smiles at familiar person

16 Continues movement when assisted

17 Responds to different ways to interaction

6 months

18 Tries to get attention by
. smiling
. eye contact
. vocalization

19 Turn taking activity

20 Imitates action modeled by adult

21 Anticipates and does action in a routine

9 months

22 Imitates new actions. Student can see his own action

23 Imitates new actions. Student can not see his own actions

II. Interaction with Objects

1 Reaches out on objects

2 Maintains grasp on objects placed in hand

3 Mouths objects

4 Looks at objects placed in hand

5 Reaches for object. Object and hand seen

6 Continues to search for removed obj.

7 Shakes/bangs objects in hand

8 Reaches and holds objects (5 sec.)

9 Demonstrates four simple actions or objects

10 Reaches and takes partially hidden object

11 Takes hidden object

12 Explores new object

13 Picks up third object

14 Demonstrates 2+ complex actions on obj.

15 Imitates action on object

16 Uses one obj. to act on 2nd obj.

17 Demonstrates function of obj.

18 Uses 10+ objects appropriately

19 Identifies object that go together

20 Matches identical obj.

III. Vocal Development

1 Demonstrates reflexive sound making

2 Demonstrates differentiated cries

3 Demonstrates interactive sound making

4 Vocalizes in a response to a person talking

5 Uses two vowels, two consonants in vocal play/ or communication

6 Repeats vocalizations to gain reactions

7 Vocalizes sounds with different pitch/loudness

8 Initiates verbal play with adult

9 Uses 3+ sound "b, p, m, n, l"

10 Produces 5+ babbling combinations (repetitive)

11 Student begins vocal interaction. Adult imitates then starts new sound. Student imitates

12 Initiates sounds. Adult imitates

13 Produces 5+ babbling combinations (nonrepetitive)

14 Imitates word approximation syllables repeat

15 Imitates one syllable word approximations

16 Imitates two syllable words repetitive consonant

17 Imitates new sounds

18 Imitates new two syllable words

IV. Receptive Communication

6-12 mos.

1 Responds to name by blinking/ ceasing activity

2 Responds to environmental cues

3 Responds to firm voice

4 Holds up/out hands

5 Responds to 5+ functional touch cues

6 Turns to own name being called

7 Responds to "come here" with gesture

8 Ceases activity

9 Follows look cue

10 Follows 3+ simple directions

11 Follows 5+ simple directions

12 Demonstrates 3+ actions

13 Looks at obj. /person

14 Gets obj. out of sight (gesture cue)

15 Gives obj. (gesture one)

16 Responds to "look" (verbal cue only)

17 Identifies 3+ familiar obj. (verbal cue)

12+ mos.

18 Responds to own name

19 Identifies 2+ familiar persons

20 Follows 3+ directions w/o gesture

21 Identifies body parts

22 Identifies 5+ familiar objects

23 Follows 5+ directions w/o gestures

24 Gets object out of sight

25 Follows 10+ directions w/o gestures

26 Identifies 10+ obj. when given name or sign (3 distractors)

27 Identifies 20+ obj. when given name or sign (3 distractors)

28 Demo/Identify 5+ action verbs

29 Shows understanding thru responses of 3 or more types with the following two word combinations

a Understands state-obj.

b Understands action - obj.

c Understands action - location

d Understands reoccurance/ obj.

e Understands feature - obj.

f Understands agent - action

g Understands negation

h Understands possessive

i Understands demo - obj.

j Understands location

k Understands conjunction

l Understands feature - obj.

30 Follows 3+ 2-concept directions in content

31 Follows 10+ 2-concept directions

V. Expressive Communication

A. Prelanguage

1 Uses simple signals to have adults repeat 3+ activities center/01

2 Uses simple signal to have adults start a routine activity

3 Pushes away to protest/reject

4 Touches or assists adult to request more (2+)

5 Initiates "up" or "go with"

6 Reaches/touches to request

7 Indicates "I want down"

8 Manipulate adult to request more 3+

9 Manipulate adult to request more

10 Gives object to request more

11 Gives 3+ obj. to request

12 Gives 5+ obj. to (w/o gesture)

13 Use touch to request

14 Uses gaze to request

15 Waves bye/hi

16 Extends hand to request

17 Shakes head

18 Nods head

19 Pulls/tugs at adult to request

20 Imitates waving hi/bye

21 Pairs prelanguage with vocal

22 Points to request

A. Prelanguage(Co
B. Language

23 Uses 3+ gestures

24 Vocals to get attention

25 Pairs 3+ gestures

26 Points objects to "show"

27 Taps/hold up hand to get attention

28 Shows object for comment

29 Uses 5+ gestures

30 Requests objects out of sight using gestures

B. LANGUAGE

31 Requests 2+ obj./actions

32 Requests 5+ obj./action

33 Names 5+ obj.

34 Uses 10+ words to request

35 Uses 20+ words to request or label

a Uses "Existence" words

b Uses "Non-Existence" words

c Uses "Reoccurence words

d Uses 2+ verbs - feeling/emotion

e Uses 5+ verbs - action

f Uses names

g Uses adjectives /adverbs

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Name: K.

Communication Strengths

Receptive:
- voice intonations - possibly some words
- environmental cues
- some touch cues

Socialization:
.notice of people

Expressive:
Forms:
.facial expressions
.vocalizations
.smiles
.body movement
.eye gaze (shift)

Functions:
.Protest .Likes/Pleasure .request more

Major IEP Objectives

.Tactual Integration
.Auditory Localization
.Tracking - vertical eye level - down
. Control over physical environment
  .Blender
  .Light (Keep arms flexed)
  .Music
.Reaching and grasping
  .Turn taking
    .taking
    .giving
.Head Control
.Weightbearing

Communication Targets

Receptive:
.Use of touch cues - object cues - specific verbal - gesture
T = up, change, down, more
O = spoon, cup, rattle, outside, cue for changing, keys...(wedge, corner chair, up)
. Partial participation

Expressive:
.Switch to access
.Switch to request
.Touch person/object to request more
.Eye gaze - shift for choice
.Vocalization (feed-back)
.Vocabulary
  ."more"
  ."eat", "drink"
  ."light", "music"
  ."sofa"
  ."TV" non-preferred (shoe)
  .lotion, powder, eat, read book, tickle

Motor and Sensory Considerations

.Arms flexed
.Hearing aids
.Vision within 18"
.Lighted Toys
.Try to avoid too much visual fixation on lights
.Prop on arms
.Head rest
.Special positioning for all activities

Targeted Activities

.Feeding
.Interactions with P.T.
.Changing - Self-help
.Transitions
.Music
.Integration of P.E.
.Integration with peers

Name: C D T

Communication Strengths

Receptive:
- Environmental (intonation, facial gesture)
  - positive/negative

Expressive:
- Facial
- Body movement
- Reaching
- Protest

Major IEP Objectives

Motor:
- Midline
- Head control
- Trunk control
- Sensory feedback
  - lotion
  - hair dryer
  - bathcloth
  - brush hair
- Reaching

Communication:
*Same as Communication Targets

Sensorimotor (Cognitive)
- Grasping
- Releasing
- Shift vision
- Pulls cloth from face

Daily Life
- Partial participation in activities

Communication Targets

Receptive: Caregiver will use...
- Environmental touch and object cue for the purpose
  - informational
  - directions
  - get his attention
  - protest

Expressive: Charles David will...
- To expand body movement to request more...across toys and different social partners
- To touch person, objects (more, choices)
- Calling devices for access

Motor and Sensory Considerations

- Vision
- Hearing
- Positioning and Handling
- Material placement (vision and motor)
- Gastro tube (donut)
- Limitations due to medical aspects

Targeted Activities

- Inclusion in family activities ...sibling activities
- Changing and dressing
- Feeding activity
- Transition (in & out of home)
- Interactive toy and interaction (social)
- Bathing
- Getting up/going to bed

Name: H

Communication Strengths

Gestures
Signs
Wants to communicate

Wants to communicate about:
go, help, feelings, & basic needs

Major IEP Objectives

Eating
Independent play
Tracking
Toileting
Gestures for needs
Feeding self
Sign: go, potty, eat, come, drink, sit, water

Communication Targets

Understand questions: who, what, where
Offering to peers (E)
Increase gestures (E)
- mine
- yes/no (head nod)

Use stop (Receptive)
Appropriate forms of protest (E)
Understand comments (pretty, clean)
Repeat/imitate more gestures/signs (E)
Use signs when indicating intent:
- finish
- pick-up & put
- open
- make
- work
- go/come
- get
- where.../who
- stop
- wait
- stay
- later
- trash
- bathroom
- in/out/on/off
- not
- don't (cry)
- swing
- time
- play (2 hands)
- spoon
- napkin
- eat
- plate/tray
- sleep
- shoes
- sock
- move
- home
- telephone
- banana

Motor and Sensory Considerations

Extra support for stability (shoulder & hips)
Weight-bearing, strengthening in corporate motor within functional activities at school/home
Attention to signing and lip reading

Targeted Activities

OUTSIDE PLAY

Preparation
. Choice of outside toys--yes/no
. Get rope
. Walk to playground

Participation
. Do you want to _______? Yes/No
. What's next, Hannah points
. Comment: up/down, over/under
. Do you want more?
. Gesture: mine, my turn

Termination
. Sign time to go, get rope

EATING

Preparation
. Cue to leave play
. Walk to room
. Wash hands
. Cue to eat
. Walk to lunchroom
. Make choice

Participation
. Ask for help to open milk
. T/C signs for Hanna to see
. Hanna makes choices of spoon, etc.
. Offer to trade food items
. Comment on: "dirty face", "Dirty table", "good", "I like it", "Do you want more"

Termination
. Sign "time to go"
. Finished
. Pick up trash & put away napking, spoon

Name: C

Communication Strengths

Receptive
Responds to environmental cues/routines
Responds to some gesture cues "eat", "up", "come here", "no", "bath", "mama"
Reaches to take an object
Vocalizations
Body movement
Calling/protesting/offering
Gestures want, no, tap, for, more

Expressive
Calling, Protesting, Requesting
More/Choice, offering

Function of objects
Assist person

Major IEP Objectives

- Responds to "bye"
- Selects a named
- Lift arms to caretaker
- Clap hands to imitate
- Place items in large container
- Place items in small container
- Put on garments with elastic waistband
- Brush teeth without assistance
- Recognize familiar names/objects
- Respond to simple request (R)
- Imitate non-speech, environmental (E)
- Learn sigsn for eat and drink (E)

Communication Targets

Receptive
Expanding gesture cues and signs

Expressive
Extending objects (turn taking)
Gestures
Early signs
Start developing a point with real objects going to smaller ones

Future Speech

Functions
Receptive: Greeting
Requesting
Commenting

Expressive: Offering
Commenting
Greeting

Later

Augmentative communication device
Object cues for location

Content
Identification of objects/tooth brush wet, pants, socks, comb. toothpaste, washcloth, soap, cup, sink, bathroom
Directives
Going, eat, stop, wait, finish, up, down, more, wipe
Extend objects
Toys, container for food, towel, bubbles, music box
Gestures/Signs
Eat, more, finish, want, go, give, stop, mine, bath, drink, yes, pat, tap, throw away, which

Motor and Sensory Considerations

- Mobility (adaptability)
- Vision
- Save gesture/signs for action concepts
- Likes yellow/red

- Current hearing evaluation - possible auditory equipment

Targeted Activities

Playtime	Grooming
Preparation	Preparation
cue for location	cue for location
choice of toy	identify objects needed
access peer	
Partial Participation	Partial Participation
extend for help	hold toothbrush
turn taking	pump toothpaste
	wipe mouth
Termination	Termination
indicate finished	put away items
put away toys	give cue for room

Name: K

Communication Strengths

- .Uses some gestures/photo signs to request down, move, no, eat, drink
- .Uses body movements to signal
- .Uses protest, continuation functions, attention, choice, (home)
- .Understands environmental cues, routines, smell as "in put" cues
- .Uses facial gestures
- .Enjoys interaction
- .Comes and gets (home)
- .Manipulates adults hands (home)

Major IEP Objectives

- .Hand across midline
- .Functional objects in appropriate recepticle
- .Extends appropriate objects

Communication Targets

1:1 Correspondence

.Receptive

1. Expand touch/tactile signs/smell
    - .move .my turn, your turn
    - .up .on/off
    - .feel for .pick up
    - .give me
2. Object cues (locations)
    - .eating - cloth bib as cue
    - .leisure - innertube, carpet
3. Speech - intonations
    - .auditory trainer
    - .name
    - .functional vocabulary

Expressive (forms)

1. Expand touch/manipulate people...
2. Extend objects
    - .dressing
    - .leisure
3. Vocalize - approximations
4. Taking turns - teachers
    - .vibrations .lotion
    - .lights .spin
5. Switches - Leisure
6. Gesture/protosigns
7. Calling device...(functions)
    - .choices
    - .offering
    - .greeting

Motor and Sensory Considerations

- .Left hand limited for signing
- .Range of motion not necessary
- .Tray on wheel chair (clear)

Targeted Activities

.Leisure: sibling interaction
friends at school
- .interactive peer games-slinky/tube
- .choices
- .on/off
- .put away
- .bolster

.Toileting: prep...object cue
*adaptive seat
- .wash hands
- .request paper towel
- .throws away

. Eating: prep.....blend food
eating
cleaning

. Dressing: prep....choice
partial participation....pull shirt off
put arm in
pull shirt down
termination...socks off
put in hamper

Brush hair (home)

Name: C M

Communication Strengths

- Auditory Skills
- Communication Intent
  - facial gestures
  - smile
  - vocalization
- Extend her hand
- Extend objects
- Request more
- Choice (expand)

Major IEP Objectives

- Eating/feeding:
  - bib-spoon-cup
  - requesting more
  - preparation
- Identifying functional objects (within a functional context)
- Interacts with age appropriate toys
  Dolls - Alf (adapt)
  Etch-a-sketch
  Sounds around

Communication Targets

- Calling device (school)
  - Loop tape
- Yes/No switches
  - yes yellow
  - no black
- Extend vocabulary
  - Eating: spoon, bib, cup, blender
  - Location: beanbag, sidelying, music, playground, gym, home
  - Rec/leisure: tape, fan, crayon,al
  - Self-care: toothbrush, pamper, wipes, bandana, glasses
  - Termination

Vocabulary

"pamper"
"bandana"
"bib"

Likes

- grits
- eggs
- oatmeal (cinnamon/spice)
- music

Motor and Sensory Considerations

- Neutral midline for hand
- Proper support & adaptations (photo)
- Maintaining proper positioning (photo)
- Albenet switch = Need 2
- Right hand - press response
- Adaptor for crayon
- For release - gently bend hands at wrist
- Touch cues for glasses off:
  - Go slowly - gently touch to decrease tone
  - Announce where she is going, what objects are involved

Targeted Activities

Home

- Dressing
- Participation in put away
- Bath time

Classroom

- Rec/leisure activity (choice)
- Feeding
  - (choice)
  - receptive language (get spoon/glass)
- Turn taking
- Joint attention

NAME: B

Current Forms of Receptive Communication

Responding to name or do you want object
Identify, object expression

Current Forms of Expressive Communication

Extending objects to request help, play, or more

Pointing (generally to school)

Gestures (more, hi, bye, yes, no)

New Functions of Receptive Communication

Identifies peers name

Use comments (get it, open, help)

You point

New Functions of Expressive Communication

Raising hand , commenting
Sign or gesture for finished, searching want, my turn, put here, throw away, help, (left hand, not right) offering to other peer. Touches, taps, points or gives 1 of 3 objects for choice. Vocalization

Selected Functional School Activities

Breakfast: object identification (function, tactile)
Finished, yes, no
you comment

Physical Education

Joint action, turn taking, joint attention

Community trip
Use gestures, objects, use of cue to identify

Selected Home Activities & Content

Taking out of chair

Identify clothing

Objects (spoon, cup)

Motor and Sensory Considerations

Right hand has limited movement

Partial participation, getting in and out of chair

Support to upper body (elbows)

Needs tray and chair for lunch

Overlay for computer

Use of right hand in cleaning table (motor consideration)

Place object on table in lower

Social Considerations

Playing games
Offering

NAME: A

Current Forms of Receptive Communication

Tactile
Auditory
Smiling, reaching out, increasing movement
Physical

Current Forms of Expressive Communication

Vocalizations
Body movement, reaching out
Facial expressions

Intentional behavior (with switch)

New Functions of Receptive Communication

Touch shoulder/attend presence
Rub upward on arm/getting "up"
Touch - "more"

New Functions of Expressive Communication

Touch person - greeting/calling
Push away - protest/"more"
Vibrating/beeper switch - mounted on tray

Selected Functional School Activities

Lunch: eating/drinking
pin towel around neck
go to cafeteria
prepare with spoon
tap lip with spoon
same as below

Community trips: McDonalds, Popeyes, store, bowling

Choice of drink drink
Money/ID/wallet/choice card
sign out leave building
bus ride bus ride
accessing building Sign in
extend order card put away materials
extend dollar
select/obtain item

Selected Home Activities & Content

Feeding: put on bib
put on towel
drink first
tap lip with spoon
2-3 bite "more" - deep pressure on hand
drink
wipe with towel
wash with cloth
brush teeth - hold head - brush held by adult
remove bib - finished

Motor and Sensory Considerations

Correct positioning
upmost position for feeding & drinking

Tactile defensive - start with chest & back (possible head & shoulder)

Vibrator - Placement of materials - look at whole body movements

Consistent use of hearing aids

TEST
Determine if hand or shoulder is best place for more cue

Social Considerations

ATTACHMENTS

Communication Intervention for Learners with Dual Sensory Impairments

- A Team Approach -

University of Southern Mississippi
Department of Special Education
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Kathleen Stremel

Rebecca Wilson

Providing Services for Learners with Severe Handicaps

A Series of Inservice Training Modules for Developing:

Communication

Systematic Instruction

Data-Based Decision Making

Functional Curricular Content

Social Integration

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INTRODUCTION

Every person, regardless of the severity of their disability, has a right to have choices, options, and preferences available to them. Just as importantly, persons with severe disabilities must have a means to communicate their choices and preferences to other persons. Communication and language skills cannot be taught in isolation. These skills must be integrated into instructional objectives that are taught across functional activities and domains of daily life skills, vocational skills, recreation/leisure skills, and community skills. Without ways to understand the communication of others or to communicate to other persons, persons with disabilities cannot reach their full potential at home, work, or play.

The Communication Module was developed to be used with the other modules in the series. The content of the module emphasizes the early receptive and expressive communication skills that may be appropriate for learners with severe disabilities, including learners with dual vision and hearing impairments. It is recommended that service providers who have experience teaching communication to learners with severe handicaps serve as "trainers" for the inservice session. Trainers may include Speech-Language Pathologists, Special Educators, or Parents. The module was developed as an inservice training tool to assist Trainers to teach parents, other professionals and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.

2.0 Critical Variables - This section includes a summary of the speech, language, and communication skills that need to be considered in assessment and program planning.

3.0 Receptive Communication - This section discusses the forms, functions, and content of receptive communication. The importance of non-symbolic forms of receptive communication are emphasized.

4.0 Expressive Communication - This section discusses the forms, functions, and content of expressive communication. Both non-symbolic and different symbolic forms of communication are included in the discussion.

5.0 Determining Content & Strategies for Teaching - This section includes ways to analyze functional activities across domains to determine what receptive and expressive content is relevant to each specific activity.

6.0 Evaluation - The final section provides measures of the trainees' satisfaction with the inservice and their change in knowledge and skills to assess and program for communication skills.

The anticipated outcomes of the training include increases in the trainees' skill to observe learners' current communication skills across activities, to determine the new forms and functions that could be taught, and to systematically integrate communication skills within functional activities. The Trainer should stress that teaching communication to learners should be conducted within a systematic instructional framework and should be databased.

The Trainer should read and be familiar with the entire module, especially the Trainee Workbook portion, prior to the inservice session. The Trainer is encouraged to use videotapes, examples, and actual demonstrations with the learners during the session. A number of activities with the module require "hands-on" demonstration and practice with learners in different activities. It is recommended that follow-up technical assistance be provided to assist the trainees to implement the communication training in the home, classroom, vocational settings, and community.

ACKNOWLEDGMENTS

We would like to thank Jan Fowler for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear - they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.

GENERAL DIRECTIONS FOR THE TRAINER

Trainer Guidelines

The left side of the Trainer Guidelines presents instructions and the major points to be made during the lecture format. The Trainee Workbook provides a corresponding expansion of the lecture. It is critical that the Trainer is familiar with the content in the Trainee Workbook. The transparencies that are displayed during the lecture are reduced and placed on the right side of the page for easy reference. The Trainer will conduct a number of trainee activities throughout the session. The activities and correct answers have also been reduced and placed on the right side of the guideline pages for quick reference. The Trainer needs to make transparencies from the pages entitled transparencies. Any portion of the module can be duplicated.

The list of suggested materials to be used during the inservice training session can be found in Appendix A. A Competency Score Sheet to record the pretest, posttest, and activity scores of each trainee is provided in Appendix B. Appendix C contains the posttest answers. Examples of the manual signs used during training as demonstration are included in Appendix D for the Trainer who does not know the specific signs. Resources for adaptive switches and communication systems are located in Appendix E. Additional receptive and expressive communication assessments are provided in Appendix F. A bibliography specific to communication for learners with severe disabilities can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

Trainee Workbook

The trainee workbook contains a written version of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook. Each trainee should check their answers after the activity. The Trainer will record the score on the Competency Sheet (Appendix B). If a trainee scores below 80%, the Trainer should provide more examples and practice. If the trainee hasn't learned, the trainer should modify their training.

The trainees should be included in the demonstrations of the forms and functions during the training. A large rag doll may also be used to demonstrate correct positioning and motor movements that can communicate or be used for communication forms. The written examples of the activities may be written on notecards for trainer ease in delivery.

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Appendix A - Materials List

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Appendix D - Manual Signs

Appendix E - Adaptive Resources

Appendix F - Additional Assessments & Examples of Completed Assessments

TRAINER GUIDELINES

1.0 INTRODUCTION

1.1 Goals and Objectives
(10 minutes)

A. Display **TRANSPARENCY #1:** Communication Overview-Training Competencies and Objectives. Refer trainees to page W-1 in the Trainee Workbook.

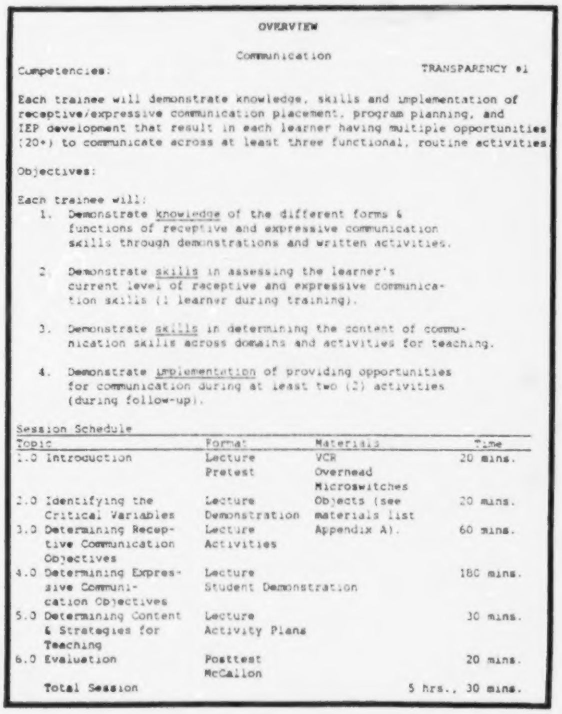
B. Provide an overview of the objectives of the training session. Explain that the trainee will:

- o Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.
- o Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills, (1 learner during training).
- o Demonstrate skills in determining the content of communication skills across domains and strategies for increasing communication.
- o Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

1.2 Pretest
(10 minutes)

A. Hand out the Pretest: **ACTIVITY #1** to trainees. Refer to page W-2 in the Trainee Workbook.

B. Explain the purpose of the pre-posttest. Allow 10 minutes for completion.



OVERVIEW

Communication

Competencies: TRANSPARENCY #1

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

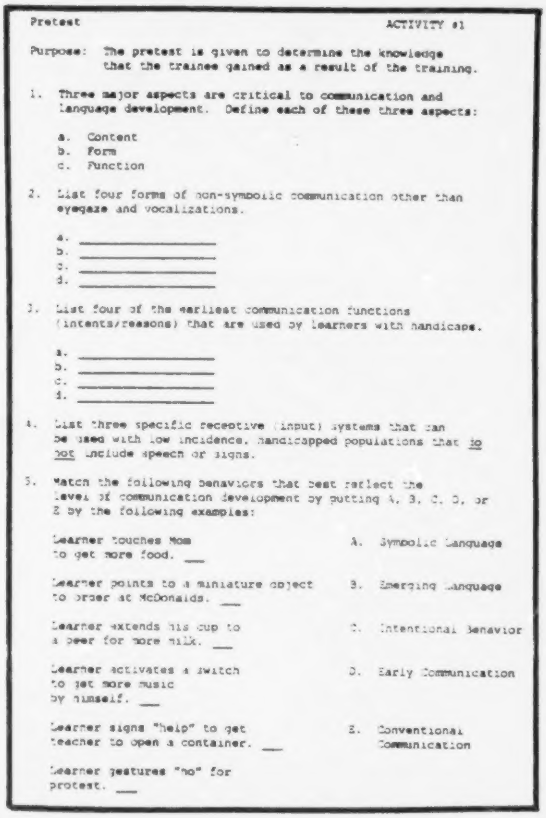
Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.
2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).
3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.
4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture Pretest	VCR Overhead Microswitches	20 mins.
2.0 Identifying the Critical Variables	Lecture Demonstration	Objects (see materials list Appendix A).	20 mins.
3.0 Determining Receptive Communication Objectives	Lecture Activities		60 mins.
4.0 Determining Expressive Communication Objectives	Lecture Student Demonstration		180 mins.
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans		30 mins.
6.0 Evaluation	Posttest McCallon		20 mins.
Total Session			5 hrs., 30 mins.



Pretest ACTIVITY #1

Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:
   a. Content
   b. Form
   c. Function

2. List four forms of non-symbolic communication other than eyegaze and vocalizations.
   a. ________________
   b. ________________
   c. ________________
   d. ________________

3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
   a. ________________
   b. ________________
   c. ________________
   d. ________________

4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.

5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

Learner touches Mom to get more food. ___	A. Symbolic Language
Learner points to a miniature object to order at McDonalds. ___	B. Emerging Language
Learner extends his cup to a peer for more milk. ___	C. Intentional Behavior
Learner activates a switch to get more music by himself. ___	D. Early Communication
Learner signs "help" to get teacher to open a container. ___	E. Conventional Communication
Learner gestures "no" for protest. ___	

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C. Give the trainees the results of the pretest at the end of the training session (Appendix C).

D. Record the scores on the Trainee Competency Score Sheet (Appendix B).

2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

2.1 Specifying the Differences Between Speech, Language, and Communication

A. Display **TRANSPARENCY #2.** Explain the differences and specific features of speech, language, and communication. Refer trainees to page W-3 in the Trainee Workbook.

- Speech - is a complex motor behavior that is influenced by (1) adequate breath control, (2) coordinated vocal cord functioning, and (3) coordinated oral-motor skills.
- Language - is a system of symbols and rules for ordering those symbols. This may occur through:

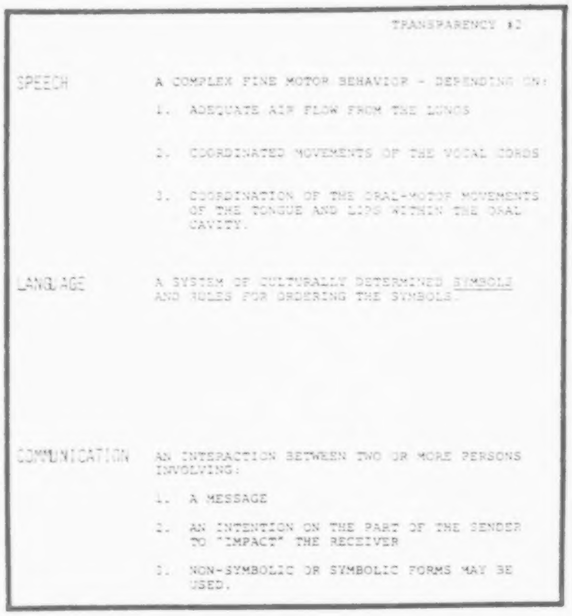
  -speech
  -signs
  -written words
  -Bliss or Rebus symbols

- Communication - is an exchange between two or more persons in which there is a message and an intention to impact the receiver. Communication forms may be:

  -Symbolic (abstract forms as speech or signs)

  -Nonsymbolic (through facial or body gestures).

B. Discuss that many behaviors displayed by the learners may be interpreted as communication. These behaviors:



TRANSPARENCY #2

SPEECH	A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON: 1. ADEQUATE AIR FLOW FROM THE LUNGS 2. COORDINATED MOVEMENTS OF THE VOCAL CORDS 3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.
LANGUAGE	A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS.
COMMUNICATION	AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING: 1. A MESSAGE 2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER 3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.

Trainer Guidelines

Transparencies and Activities

- May not be purposefully communicated by the learner,
- May be interpreted as "inappropriate,"
- Need to be observed and responded to by their caregivers and/or teaching staff,
- Become more intentional as they are responded to.

2.2 Specifying the Differences Between Receptive and Expressive Communication

A. Discuss that communication should be a two-way interaction between a sender and receiver.

B. Display **TRANSPARENCY #3**; refer to page W-4 of the Trainee Workbook and discuss:

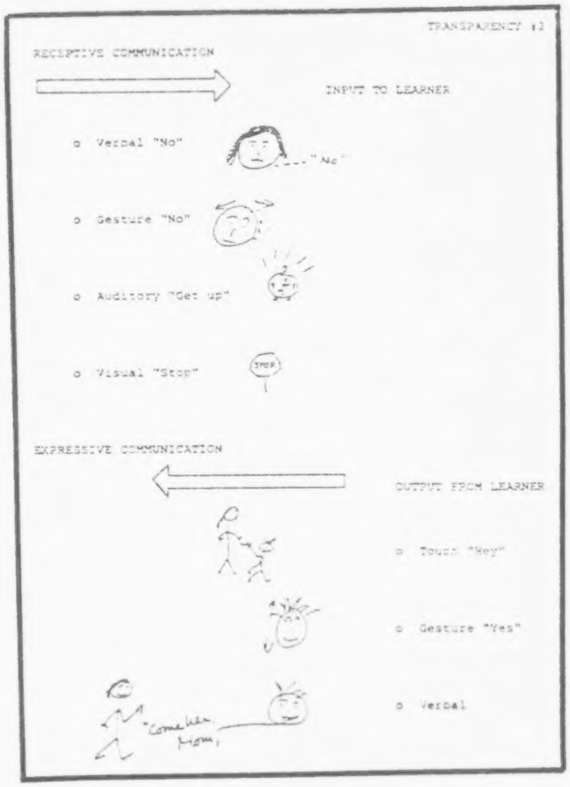
- Receptive communication is an "input" system in which the learner must understand the purpose and content of your message.
- Expressive communication is an "output" system in which the learner is trying to get you to understand their message and act accordingly.

C. Demonstrate visual examples of different types of receptive and expressive forms such as those in the workbook.

2.3 Specifying Three (3) Major Features of Receptive and Expressive Communication

A. Display **TRANSPARENCY #4** and refer trainees to page W-5 of the workbook. Explain that the three features include:

- Form-First, the learner must have a way to communicate- and must understand your form.



TRANSPARENCY #4

THREE (3) CRITICAL FEATURES OF COMMUNICATION: UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT OF ANY COMMUNICATION PROGRAM.

1. FORM - A LEARNER NEEDS A "WAY TO COMMUNICATE". A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY, TO TRANSMIT A MESSAGE.

2. FUNCTION - A LEARNER NEEDS A "REASON OR INTENT TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE HAVE A REASON OR A PURPOSE FOR DELIVERING OUR "MESSAGE."

3. CONTENT - A LEARNER NEEDS "SOMETHING TO COMMUNICATE ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES. OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE MAY BE VERY LITTLE TO COMMUNICATE ABOUT.

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- o Function-Second, the learner must have a reason or purpose to communicate - and must understand your purpose.

- o Content-Third, the student must have something to communicate about - and needs to understand the meaning of your words, phrases, and sentences.

B. Discuss that the form, function, and content must be considered in both receptive and expressive communication programming.

C. Point out that these three features will be discussed in detail in the next two sections.

3.0 DETERMINING RECEPTIVE COMMUNICATION OBJECTIVES

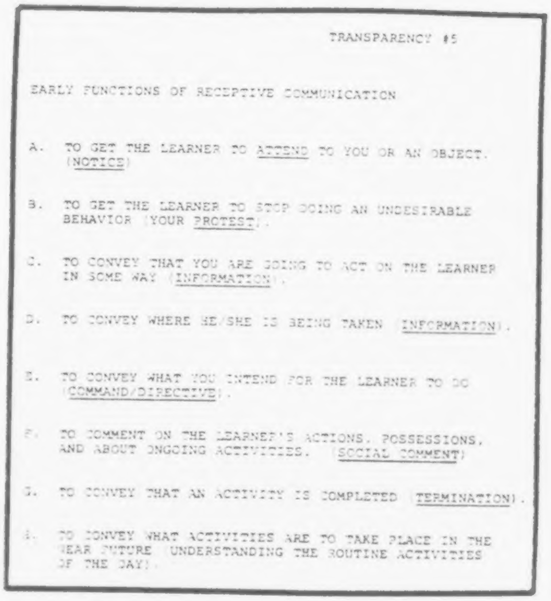
3.1 Specifying the Functions of Receptive Communication

A. Refer the trainees to page W-5 of their workbook.

B. Display **TRANSPARENCY #5.**

C. Discuss the major functions of receptive communication that the teacher or trainee can use to "get her/his message across" to the learner so that a successful communication exchange occurs. These functions may include:

- o Attention
- o Protest/Negation
- o Model/Repeat
- o Information
- o Command/Directive
- o Social Comment
- o Termination
- o Question



TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT. (NOTICE)

B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST).

C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION).

D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).

E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE).

F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES. (SOCIAL COMMENT)

G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION).

H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY).

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D. Display **TRANSPARENCY #6** (also **ACTIVITY #2**). Refer trainees to page W-6 in the Trainee Workbook. Provide an example for each of the following functions prior to giving directions for ACTIVITY #2: Have the trainees verbalize what function is being used. Record the answers on the transparency.

1. Model/repeat - "Say, 'more'."
2. Protest/inhibit - "Don't touch that!"
3. Attention to object or person - "Look here!"
4. Comment/reinforcer - "Hey, great!"
5. Comment/information - "We'll go later."
6. Directive for motor responses - "Go to work now."
7. Question - "What do you need?"
8. Directive for a communication response - "Tell me what you want."
9. Answer to question - "Joe is sick today."
10. Reply to a response - "Okay."

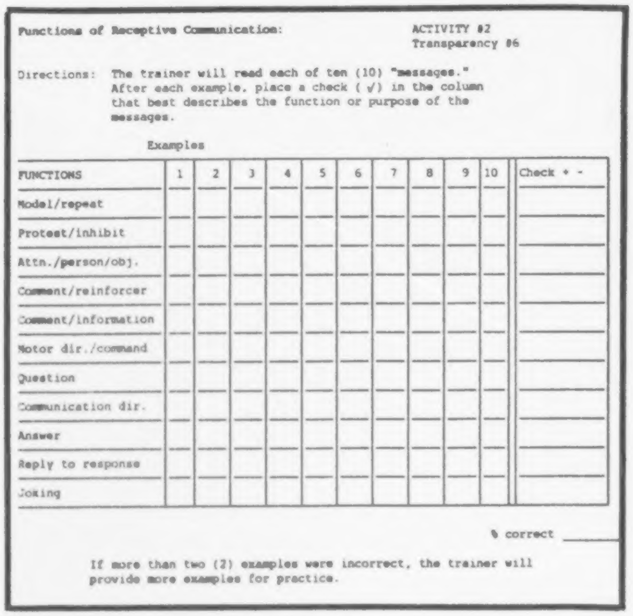
E. Direct the trainees to **ACTIVITY #2**.

F. Read or paraphrase the following directions to the trainees:

- The purpose of the activity is to provide practice on identifying different functions of the "messages" that teachers give learners.

- Ten examples of "messages" will be presented to you. You will check the specific function that is demonstrated.

G. Read each of the following examples and give the trainees time to check their worksheets:



Functions of Receptive Communication:

ACTIVITY #2
Transparency #6

Directions: The trainer will read each of ten (10) "messages." After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct ______

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

Trainer Guidelines

1. "Stop that"
2. "The table's dirty"
3. "Good job"
4. "Joe"
5. "Look" (point to object)
6. "Let's go"
7. "Get to work"
8. "I like your shirt"
9. "Do this, sign 'finish'"
10. "What do you want?"

H. Read the correct responses and direct the trainees to check their answers by putting a plus or minus by each answer.

1. Protest/inhibit
2. Comment/information
3. Comment/reinforcer
4. Attention to person
5. Attention to object
6. Directive/command
7. Directive for motor behavior
8. Comment/reinforcer
9. Model/repeat
10. Question

I. Ask the trainees if they missed more than two.

J. If less than 80% criterion was reached, provide additional examples. Have the trainees verbally respond to an OPTIONAL ACTIVITY. Provide the following examples if necessary:

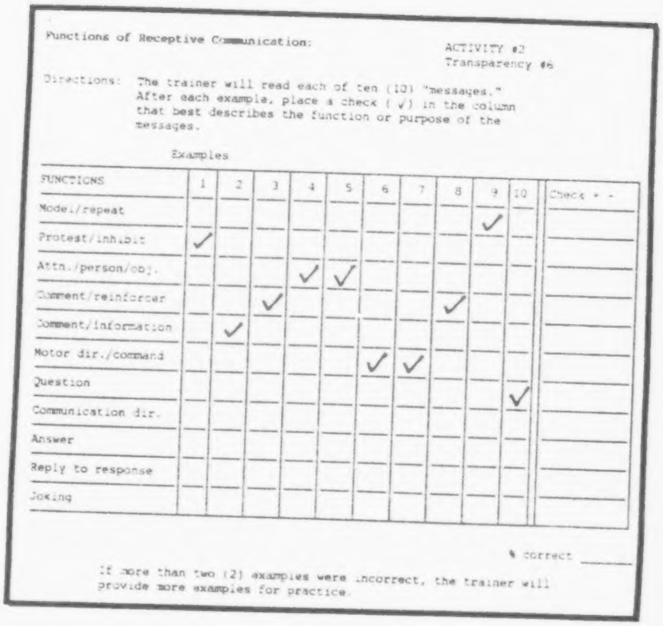
Answers

- o "I don't like that"- Protest/Inhibit
- o "Hey, look at you"- Attention to person
- o "Joe finished his work"- Comment/reinforcer
- o "What is that?"- Question
- o "Turn it like this"- Directive for motor behavior

K. Provide the following example of a young woman missing the teacher's message:

- o Sheila is a 18 year old lady who is deaf-blind. She has about 300 signs.

Transparencies and Activities



Functions of Receptive Communication:

ACTIVITY #2
Transparency #6

Directions: The trainer will read each of ten (10) "messages." After each example, place a check (√) in the column that best describes the function or purpose of the messages.

Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat									✓		
Protest/inhibit	✓										
Attn./person/obj.				✓	✓						
Comment/reinforcer			✓					✓			
Comment/information		✓									
Motor dir./command						✓	✓				
Question										✓	
Communication dir.											
Answer											
Reply to response											
Joking											

% correct ______

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

- After she finished completing 30 micro-circuits in a work task, the trainer signed in her hand- "Good, you finished your work."

- Sheila stops and processes the message and then upsets the entire work table.

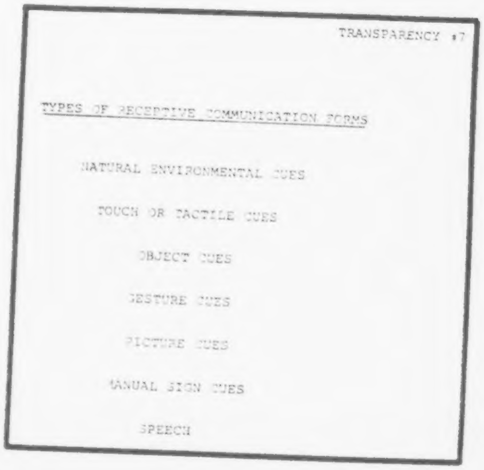
L. Ask the trainees what they think Sheila thought the "message" was? Rather than interpreting it as a reinforcer, she may have thought it was a directive. "Finish your work" is what she possibly understood, or she may have wanted to continue working.

M. Lead into the next section by explaining that the learners must also understand the form of communication in order to correctly interpret the purpose or intent of your message.

3.2 Specifying the Forms of Receptive Communication

A. Refer Trainees to page W-7 of their workbook and display **TRANSPARENCY #7**.

B. Discuss the different types of receptive communication forms and give an example of each. Different types of cues are given to represent the different forms of receptive communication. Have the trainees participate by generating other examples as you give them the different cues. These include:



TRANSPARENCY #7

TYPES OF RECEPTIVE COMMUNICATION FORMS

NATURAL ENVIRONMENTAL CUES

TOUCH OR TACTILE CUES

OBJECT CUES

GESTURE CUES

PICTURE CUES

MANUAL SIGN CUES

SPEECH

- Natural environmental cues

  -Taking learner out of wheelchair
  -Feeding learner: spoon on lip

- Touch or tactile cues

  -"Sit down" - lightly touch child's bottom
  -"Want more?" - form "M" with 3 fingers and stroke from child's knuckles to fingertips

- Facial gestures/eye gaze

  -"Sit down" - look at chair
  -"Good" - smile

- Functional object or object association cues

  -"Go to cafeteria" - spoon
  -"Go to work" - timecard

- Gesture cues

  -"Go to leisure" - gesture swimming
  -"Sit down" - point to chair
  -"Give it to me" - hand out, palm up

- Picture cues

  -picture of bread,
  -picture of peanut butter

- Manual sign cues

  -sign, "What you want" - draw the tip of the right index finger downward across the left open palm; point the index finger out; place both curved "five" hands in front of you, palms up, and draw them toward you several times.
  -sign, "Finished" - hold the "five" hands in front of you, palms in, then palms out in a quick twisting movement.

- Speech cues

  -"Wait"
  -"Come here"

- Written or abstract symbols - push

  men

C. Review the different forms and specific cues in more detail.

D. Environmental cues: Refer trainees to page W-7 of the Trainee Workbook. Have the trainees provide examples of environmental cues they use every day.

E. Touch Cues:
Direct the trainees to page W-8 of the workbook. Provide examples of about 5-8 touch cues, such as:

- o No - tap firmly twice on the outer wrist
- o Finished - gently guide learner's hand to push away the object/ food etc.
- o Stand up - lightly stroke underside of fingers
- o Go - gently tug elbow
- o Eat - tap both lips (learner's) twice with fingers

F. Object Cues:
Display **TRANSPARENCY #8a** - Object Cues. Direct trainees to page W-9,10 of the workbook. Provide examples of about 5-8 object cues.

- o Small cereal box - go to breakfast
- o Green nogahide - put on mat
- o Whistle - time for P.E.
- o I.D. card - go into community
- o Small tin wastebasket - time to pick up trash

G. Encourage trainees to think of additional examples for other activities. Indicate that examples for infants/young children are also provided in their workbook (**TRANSPARENCY 8b**, page W-11).

H. Refer trainees to page W-12 of the workbook (**TRANSPARENCY 8c**). Explain how the object cues can be used as a time management system once the learner understands the individual objects. Point out:

- o This system provides a concrete cueing system so that the learner learns to move independently, going from one activity to another.

DOMAIN	ACTIVITY	CUE	MEANING
DOMESTIC/DAILY LIVING			
	EATING	SMALL CEREAL BOX MEAL TICKET TRAY AWAY	EAT BREAKFAST EAT LUNCH FINISHED
	MEAL PREPARATION	PICTURE COOKBOOK POTHOLDER SPONGE/DISHCLOTH	TIME TO PREPARE TIME TO CLEAN-UP
	SELF CARE	SMALL TOOTHPASTE/ COMB/MIRROR	TIME TO GO TO BATHROOM FOR SELF CARE
	LAUNDRY	DETERGENT CAP	TIME TO DO LAUND
VOCATIONAL			
	WORK	TIMECARD	TIME FOR WORK
	WORK (IN-SCHOOL)	SMALL TIN CAN SMASHED SMALL CAN	TIME TO PICK-UP TRASH
COMMUNITY			
		ID CARD	TIME TO GO INTO COMMUNITY
LEISURE/RECREATION			
	CARD GAME	CARD	TIME TO PLAY CAR

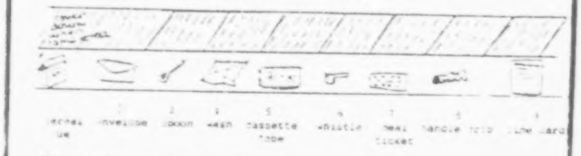
TRANSPARENCY #8b

FORMS OF FUNCTIONAL OBJECT CUES FOR INFANTS/YOUNG CHILDREN

MEANING	OBJECT (FORM)
EAT	SPOON
DRINK	BOTTLE
CHANGE	PANTS OR DIAPER
GO	WALKER
FINISHED	TUB TO PUT OBJECTS IN
BED/SLEEP	BLANKET, SMALL PILLOW OR BED TOY
DOWN ON MAT	PIECE OF THE MAT/CARPET
GOING TO PLAY AREA	A SPECIFIC TOY
BATH	WASHCLOTH OR SPONGE
DRESS	SMALL SHOE
OUTSIDE	TURF OR SMALL BRICK
MUSIC	TAPE
BUBBLES	BUBBLE WAND
AIR ON FACE	BALLOON
SWING	PIECE OF CHAIN OR RUBBER

Example:

Activity	Object Cue	Sequences	Completed
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	*
Cafeteria (job)	spoon	3	*
Sort laundry	washcloth	4	*
Leisure (tape)	small tape	5	*
Gym	whistle	6	*
Lunch	meal ticket	7	*
Leisure (exercycle)	grip	8	*
Work	timecard	9	



The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.

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- The learner would get the first object in a slotted box (as a small cereal box) and go to breakfast. When he finished, he would put the cereal box back and close the slot (as putting an attached cloth over it).

- Initially 2-4 objects may be used and the system gradually expanded.

- Pictures can also be used if the learner responds to pictures.

I. Gesture Cues:
Provide an overview of the different types of gesture cues. Refer trainees to page W-13 in the Trainee Workbook. Point out that there are a number of important gestures we use; such as:

- Pointing for joint attention
- Gesture for "Give me"
- Gestures to represent actions (turn, put down),
- Gesture for "Go"
- Gestures for "Yes/no."

J. Sign Cues:
A review of the manual signs can be found in Appendix D. Discuss that manual signs are symbolic forms of language. Refer trainees to page W-13 in the Trainee Workbook. Explain that:

- Some signs are iconic- in that they represent actions or objects.

- Some learners who have hearing losses or auditory discrimination problems may benefit from signs as input systems.

K. Speech Cues:
Discuss that learners may respond to intonation patterns, facial and body gestures long before they understand specific words. Make the following points:

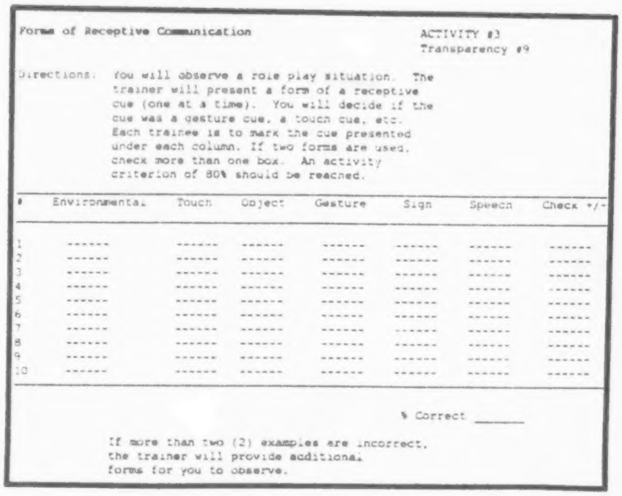
- Object identification tasks should be functional and part of an ongoing task.

- There should be a reason to have the learner identify the objects.

- Give me spoon, hat, pencil- (Nonfunctional)

- Get cup (juice); get cereal/milk to make breakfast (Functional)

L. Refer the trainees to **ACTIVITY #3** on page W-15 in the Trainee Workbook, use **TRANSPARENCY #9.**



Forms of Receptive Communication

ACTIVITY #3
Transparency #9

Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

#	Environmental	Touch	Object	Gesture	Sign	Speech	Check +/-
1	------	------	------	------	------	------	------
2	------	------	------	------	------	------	------
3	------	------	------	------	------	------	------
4	------	------	------	------	------	------	------
5	------	------	------	------	------	------	------
6	------	------	------	------	------	------	------
7	------	------	------	------	------	------	------
8	------	------	------	------	------	------	------
9	------	------	------	------	------	------	------
10	------	------	------	------	------	------	------

% Correct ______

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

M. Provide the rational and directions for **ACTIVITY #3** by reading/paraphrasing the following:

- o The purpose of this activity is to give you practice in your observation skills in determining different receptive forms of communication.

- o You will observe a role play situation. The trainer will present ten (10) different examples of receptive forms.

- o After you observe each example, check (/) the form that describes the example given on your worksheet. If more than one example is given, check more than one box.

N. Provide the following examples and allow time for the trainees to respond on the worksheet:

1 Take the bib off of the doll (Environmental)
2 Say "Stand-up" and give a touch cue (Speech/Touch)
3 Give person "Keys," (Object)
4 Say "Look" and point to windows, (Speech/Gesture)
5 Ask, "Want more?" as you sign (Speech/Sign)
6 Say, "Give it to me" & hold out your hand, (Speech/Gesture)
7 Hold up the coke can to Learner's glass (Gesture)
8 Give the Learner miniature blender (Object)
9 Say, "Let's make popcorn" & hand miniature popcorn (Speech/Object)
10 Sign, "Stop" (Sign)

Trainer Guidelines

O. Request that the trainees check their checks as you read the answers (you can mark these off on the transparency). The answers are:

1 Environmental
2 Speech/touch
3 Object
4 Speech/gesture
5 Speech/sign
6 Speech/gesture
7 Gesture
8 Object
9 Speech/object
10 Sign

P. If the trainees miss more than two examples, provide five (5) additional examples and have them give a verbal response.

Examples may include:

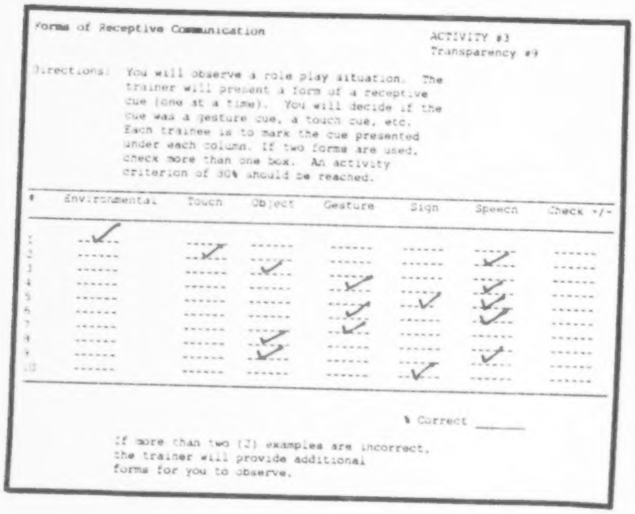
- Speech/touch cue - "Stand up" and touch person's arm
- Gesture - "Put it here"
- Sign - "Yes"
- Object/speech - give a tape & say, "Listen to music"
- Environmental cue - Undo velcro on wheelchair.

3.3 Specifying the Content of Receptive Communication

A. Discuss that communication is involved in each domain, activity, and task that is being taught. Explain that if the learner does not understand speech and if no other support cues are provided, the teaching strategies may not be effective.

B. Discuss that the natural sequence in routine, functional activities also provides powerful support cues.

Transparencies and Activities



Forms of Receptive Communication

ACTIVITY #3
Transparency #9

Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

#	Environmental	Touch	Object	Gesture	Sign	Speech	Check +/-
1	✓						------
2	------	✓	------	------	------	✓	------
3	------	------	✓	------	------	------	------
4	------	------	------	✓	------	✓	------
5	------	------	------	------	✓	✓	------
6	------	------	------	✓	------	✓	------
7	------	------	------	✓	------	------	------
8	------	------	✓	------	------	------	------
9	------	------	✓	------	------	✓	------
10	------	------	------	------	✓	------	------

% Correct ______

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

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C. Provide the following example in trying to get the learner to extend his glass to get "more juice".

- Teacher physically assists learner to extend his cup,
- Teacher extends the juice container towards learner's cup and gradually holds the container farther back to shape an extending response.

D. Explain that the task analysis procedures from activities within the domains will serve as the content of the learner's receptive communication program.
Point out:

- o Understanding other peer's names are important. These may be taught in group leisure skills or during meal preparation.
- o Understanding specific words is important, such as: attention-getting devices "Joe" - tap person; termination words, - "Finished;" action verbs, - "Go, Stop;" re-occurrence, - "more."
- o The "distal" or distancing aspects of receptive communication are also important. That is, objects/activities that are immediately present when the word is used are easier for the learner to understand than objects that are not visible when the word is spoken/signed.

3.4 Assessing Receptive Communication

A. Explain that the receptive profile is a placement tool to pinpoint what forms, functions, and content the learner is responding to.

B. Provide an overview of the directions of the profile.

Trainer Guidelines

Transparencies and Activities

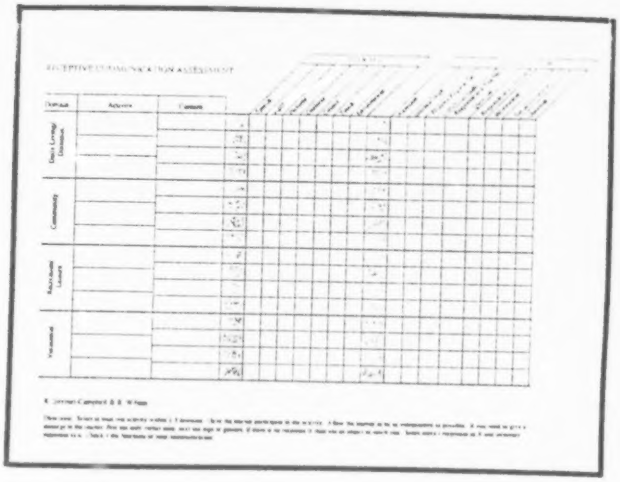
C. Refer trainees to **ACTIVITY #4** - Receptive Communication Profile - page W-16 in the Trainee Workbook. Use the Receptive Profile as **Transparency #10**. Read or paraphrase the following directives:

- o The purpose of the activity is to give you practice in determining what cues currently are controlling a specific learner's behavior and to determine what cues need to be taught in the activities/tasks across domains.

- o You will work as a team (2 people) and select one learner to assess.

- o Score only the cues you know that the learner responds to.

D. Explain that the learner's Receptive Communication Profile will be completed during the learner demonstration.



3.5 Delivering Receptive Cues

A. Explain that the teacher should also use speech and short phrases in conjunction with other cues.

B. Point out some of the "rules" for delivering the cues. These are:

- o Attempt to use the cues that the learner understands -"Sit down" with a gesture to the chair

- o Provide one form of a cue only one (1) time (do not just repeat the same cue).

- o Give the student 4-seconds to respond. If there is no response, repair your cue by saying/providing more information as -"Sit down"- and providing a touch cue.

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Trainer Guidelines

- o Provide feedback when the learner responds to let him know he understood your message, such as, "Thank you for sitting down."

C. Emphasize that receptive communication is more than providing directives.

- o Learner's should hear/see polite forms of your requests.
- o Learners should hear/see comments.
- o Learners should hear/see different types of feedback.
- o Learners should hear/see social comments, "Thank you."

4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

4.1 Specifying Objectives

A. Display **TRANSPARENCY #11** and emphasize that all learners can learn to communicate. Refer trainees to page W-17 of the Trainee Workbook.

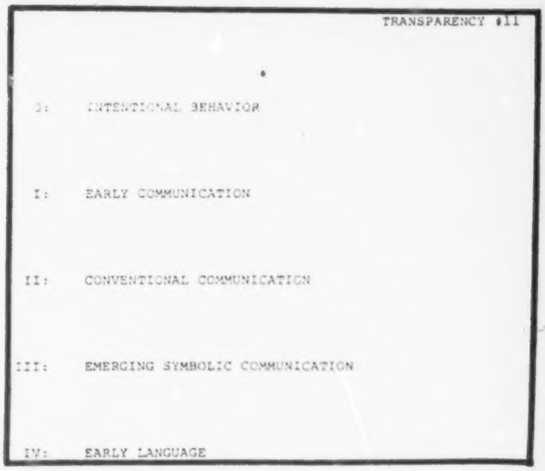
B. Discuss that there is no cookbook approach since each learner will have very different skills and needs.

C. Give examples of learners with different visual, auditory and motor skills and discuss why their programs would all be somewhat different.

D. Display **TRANSPARENCY #11a & #11b.** Provide a rationale for the sequence of the forms across each level. (These are on pages W-19 and W-20 of the Workbook).

- o Intentional Behavior
- o Early Communication
- o Conventional Communication

Transparencies and Activities



TRANSPARENCY #11

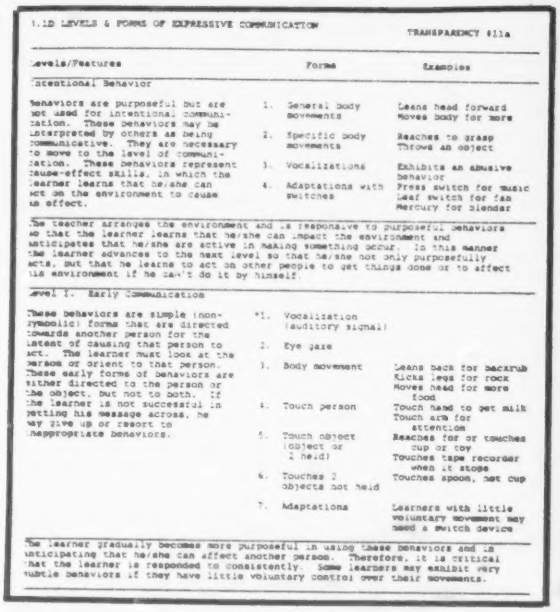
0: INTENTIONAL BEHAVIOR

I: EARLY COMMUNICATION

II: CONVENTIONAL COMMUNICATION

III: EMERGING SYMBOLIC COMMUNICATION

IV: EARLY LANGUAGE



1.1D LEVELS & FORMS OF EXPRESSIVE COMMUNICATION

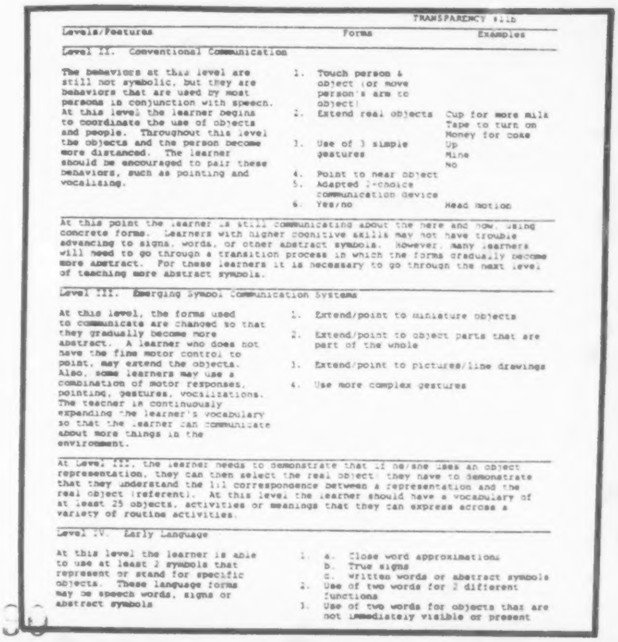
TRANSPARENCY #11a

Levels/Features	Forms	Examples
Intentional Behavior		
Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent cause-effect skills, in which the learner learns that he/she can act on the environment to cause an effect.	1. General body movements	Leans head forward Moves body for more
	2. Specific body movements	Reaches to grasp Throws an object
	3. Vocalizations	Exhibits an abusive behavior
	4. Adaptations with switches	Press switch for music Leaf switch for fan Mercury for blender

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

Levels/Features	Forms	Examples
Level I. Early Communication		
These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.	*1. Vocalization (auditory signal)	
	2. Eye gaze	
	3. Body movement	Leans back for backrub Kicks legs for rock Moves head for more food
	4. Touch person	Touch hand to get milk Touch arm for attention
	5. Touch object (object or 2 held)	Reaches for or touches cup or toy Touches tape recorder when it stops
	6. Touches 2 objects not held	Touches spoon, not cup
	7. Adaptations	Learners with little voluntary movement may need a switch device

The learner gradually becomes more purposeful in using these behaviors and is anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.



TRANSPARENCY #11b

Levels/Features	Forms	Examples
Level II. Conventional Communication		
The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.	1. Touch person & object (or move person's arm to object)	
	2. Extend real objects	Cup for more milk Tape to turn on Money for coke
	3. Use of 3 simple gestures	Up Mine No
	4. Point to near object	
	5. Adapted 2-choice communication device	
	6. Yes/no	Head motion

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

Levels/Features	Forms	Examples
Level III. Emerging Symbol Communication Systems		
At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.	1. Extend/point to miniature objects	
	2. Extend/point to object parts that are part of the whole	
	3. Extend/point to pictures/line drawings	
	4. Use more complex gestures	

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object: they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

Levels/Features	Forms	Examples
Level IV. Early Language		
At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols	1. a. Close word approximations b. True signs c. Written words or abstract symbols	
	2. Use of two words for 2 different functions	
	3. Use of two words for objects that are not immediately visible or present	

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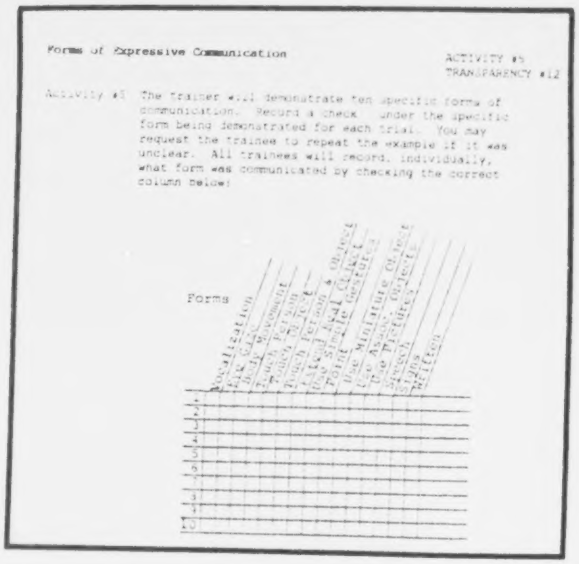
- o Emerging Symbol Systems
- o Early Language (May be augmentative systems). (Appendix E contains adaptive resources)

E. Discuss the major aspects of how the levels change.

F. Use a doll or trainee to demonstrate the majority of the forms.

G. Display **TRANSPARENCY #12** and refer the trainees to **ACTIVITY #5**, page W-21 in the Trainee Workbook. You can use notecards and describe the different forms and have the trainees demonstrate the different forms. The trainees will be directed to check which forms were presented. Check their responses and provide feedback. If less than 80% is scored, provide more concrete examples:

1. Vocalize to get the person's attention.
2. Hold out your cup to get more coffee.
3. Point to a piece of paper.
4. Gesture mine after you have it.
5. Tap the person to get their attention.
6. Touch the spoon to get it.
7. Hand fake brick (thin brick) to person to go outside - or use some object cue.
8. Hand a picture of a cup to the person.
9. Hand a small spoon to the person.
10. Sign "more" to get more coffee - Bring the tips of all your fingers together.



Forms of Expressive Communication

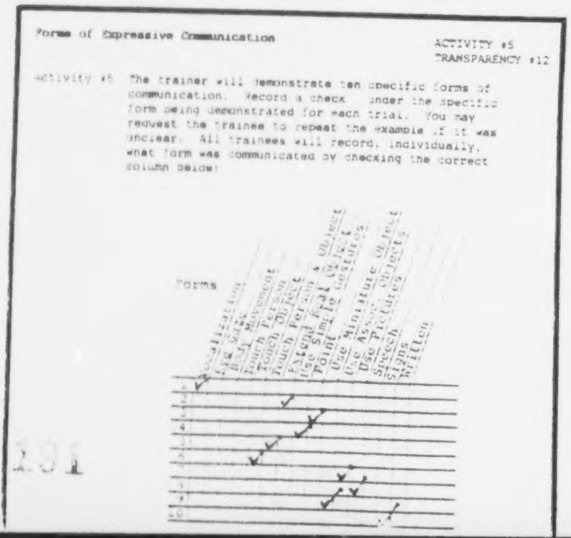
ACTIVITY #5
TRANSPARENCY #12

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below!

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Assoc. Objects	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

H. Answers are:

1. Vocalization
2. Extend real object
3. Pointing
4. Gesture
5. Touch person
6. Touch object
7. Uses associate object
8. Uses pictures
9. Uses miniature object
10. Signs



Forms of Expressive Communication

ACTIVITY #5
TRANSPARENCY #12

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below!

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Assoc. Objects	Use Pictures	Speech	Signs	Written
1	✓														
2							✓								
3									✓						
4								✓							
5				✓											
6					✓										
7											✓				
8												✓			
9										✓					
10														✓	

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4.2 Specifying the Functions of Expressive Communication

A. Stress that the learner needs to have a reason to communicate. Refer trainees to page W-22 of the Trainee Workbook.

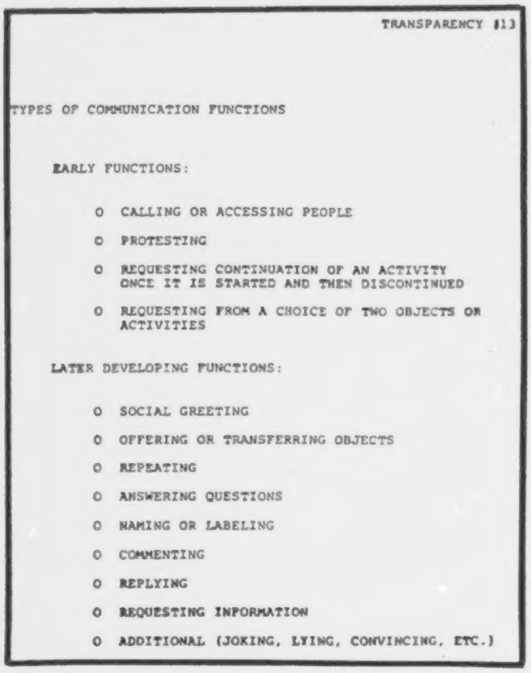
B. Display **TRANSPARENCY #13**, and discuss the specific types of communication functions, stress that the following functions are the most critical for early teaching:

- o Accessing people (may be a calling device)
- o Protesting
- o Requesting more
- o Requesting choice

Display **TRANSPARENCY #14** and have the trainees turn to **ACTIVITY #6**, page W-23 of the Trainee Workbook. Provide 10 examples of forms and functions (2 each). Check their answers and provide more trials if 80% criteria is not met.

1. Shake your head "no" when other person gives you coffee.
2. Point to a glass of water to get it.
3. Extend an object to the person to turn it on or open it.
4. Use the calling buzzer to get the person's attention.
5. Point to the light to get someone to attend to it.
6. Wave hi/bye to a person.
7. Push the person's hand away from you when she starts to brush your hair.
8. When the person holds up two objects, touch one for choice.
9. Touch the person to get their attention.
10. When the person holds up two objects, point to one for choice.

4.3 Specifying Two Major Aspects of the Content of Communication



TRANSPARENCY #13

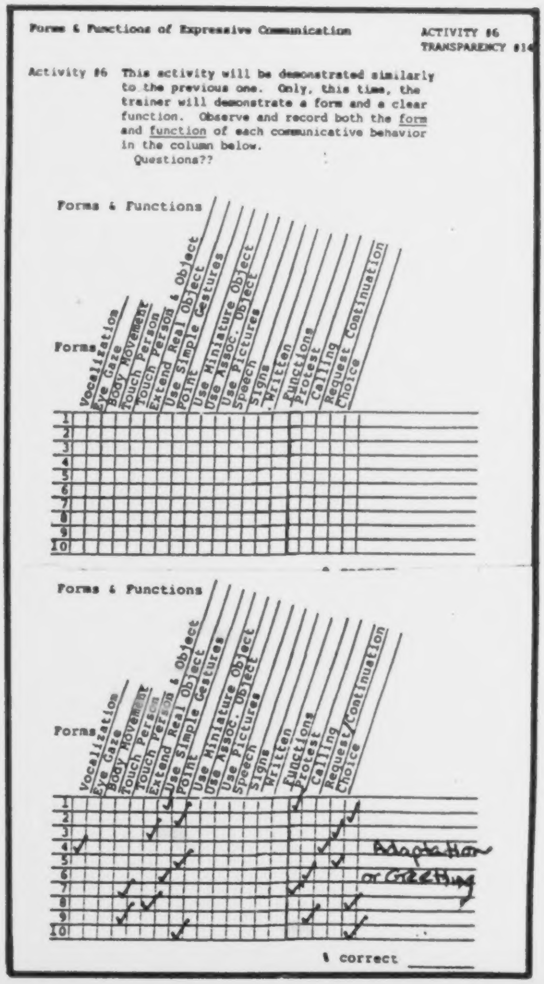
TYPES OF COMMUNICATION FUNCTIONS

EARLY FUNCTIONS:

- O CALLING OR ACCESSING PEOPLE
- O PROTESTING
- O REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- O REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

LATER DEVELOPING FUNCTIONS:

- O SOCIAL GREETING
- O OFFERING OR TRANSFERRING OBJECTS
- O REPEATING
- O ANSWERING QUESTIONS
- O NAMING OR LABELING
- O COMMENTING
- O REPLYING
- O REQUESTING INFORMATION
- O ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)



Forms & Functions of Expressive Communication

ACTIVITY #6
TRANSPARENCY #14

Activity #6 This activity will be demonstrated similarly to the previous one. Only, this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below.
Questions??

Forms & Functions
Forms
Vocalization
Eye Gaze
Body Movement
Touch Person
Touch Person & Object
Extend Real Object
Use Simple Gestures
Point
Use Miniature Object
Use Assoc. Object
Use Pictures
Speech
Signs
Written
Functions
Protest
Calling
Request Continuation
Choice
1
2
3
4
5
6
7
8
9
10
Forms & Functions
Forms
Vocalization
Eye Gaze
Body Movement
Touch Person
Touch Person & Object
Extend Real Object
Use Simple Gestures
Point
Use Miniature Object
Use Assoc. Object
Use Pictures
Speech
Signs
Written
Functions
Protest
Calling
Request/Continuation
Choice
1
2
3
4
5
6
7
8
9
10
Adaptation or Greeting

% correct ______

A. Point out that vocabulary is one aspect of the content. Refer the trainee to page W-24 of the Trainee Workbook.

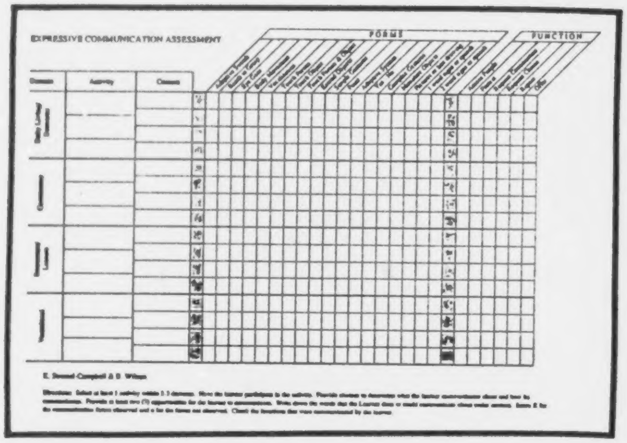
- Vocabulary selection should be based on functional objects/activities that the learner uses frequently.

- Early in teaching - words that sound alike, look alike (signs), refer to objects that are similar should not be taught. Provide the following examples and have trainees indicate why teaching these words at the same time may be confusing.

  - say, "Pencil - paper" (sound alike)
  - sign, "Orange - apple" (look alike, same conceptual "fruit" category).

B. Explain how the functional domains and skills presented in the other sessions are critical for teaching communication.

C. Stress the need to provide more opportunities for communication and natural cues for independent behavior rather than numerous directives and physical assists.

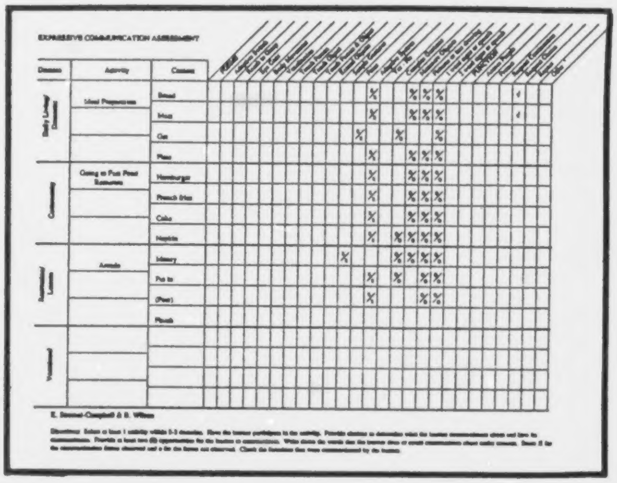


EXPRESSIVE COMMUNICATION ASSESSMENT

4.4 Assessing Expressive Communication.

A. Provide an overview of the Expressive Communication Profile and directions for the assessment. Display **TRANSPARENCY #15**. Provide examples of scoring as you explain the assessment.

B. Display **TRANSPARENCY #16** to fill in examples as you work through the Expressive Communication Profile. Refer the trainees to **ACTIVITY #7**, page W-26 in the Trainee Workbook. The copy of the assessment in the activity section is to be used for role play practice.



EXPRESSIVE COMMUNICATION ASSESSMENT

C. Provide ten examples of different forms with differing functions in a role routine of eating. The trainees will score the "learner-role." Check their scoring and provide additional trials if 80% criterion is not met. (L is learner's role).

1. Offer 2 choices of spoon/cup... L touches spoon.
2. Trainer gives several bites...waits...L vocalizes for "More."
3. Offer 2 choices again...L first looks at cup.
4. Trainer does not respond immediately...L then touches cup.
5. After L drinks the water...L extends cup for more.
6. Trainee leaves table for awhile...L vocalizes for attention.
7. Trainer offers choice of 2 foods... L leans toward one (body movement).
8. When the trainer asks which ...L reaches to one.
9. Trainer waits... L guides T's hand toward cup.
10. Trainer says/gestures, "Wipe mouth"... L tries to hand napkin to T.

4.5 Assessing a Learner

A. Have two trainees select one learner from their site/classroom to practice completing the assessment. (Extra copies that can be duplicated for additional learners can be found in Appendix F.)

B. Overview the directions for the trainee to assess the expressive communication with one learner during lunch (or some functional activity).

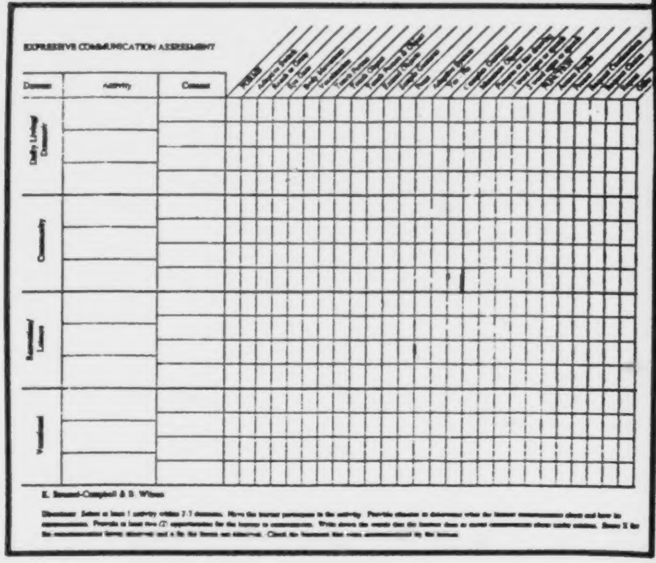
C. Hand out assessment forms for each of the target learners.

D. Remind the teams to take the receptive forms they partially completed earlier.

E. Explain that the trainer(s) will be available to assist and answer any questions and to provide feedback.

F. Refer the trainees to **ACTIVITY #8**, pages W-27 and W-28 in the Trainee Workbook. The trainees will assess a learner in a routine activity (lunch, meal preparation, community trip, etc.).

G. If possible, pair a trainer with each trainee team. Initially, present 2-3 receptive and expressive trials to the trainees to demonstrate how several behaviors may be assessed (scored) by one presentation or by waiting 3-4 seconds to see if another response can be evoked.


EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Context

H. Provide positive feedback and, if necessary, demonstrate how the trainee could do a better or more efficient job. Have one trainee present the trials while the other scores the assessment and provides suggestions. Then, have them switch roles so that both get practice scoring and presenting trials.

5.0 DETERMINING CONTENT & STRATEGIES FOR TEACHING

5.1 Developing the IEP and Communication Programming

A. Discuss that once the Receptive and Expressive Profiles have been completed, the following information should be used to develop the IEP:

- For Receptive Communication, skills and needs would include:

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-Forms the learner uses
-Forms to be taught
-Functions the learner uses
-Functions to be taught

o For Expressive Communication, skills and needs would include:

-Forms the learner uses
-Forms to be taught
-Functions the learner uses
-Functions to be taught

B. Explain that the IEP should reflect the learner's communication strengths and the forms and functions to be taught.

C. The content of the learner's communication programs will be determined through an analysis of the activities within the curriculum domains.

D. Communication/Language goals should be written within the domains of Daily Living, Vocational, Recreation/Leisure, and Community Skills.

5.2 Specifying Functional Receptive and Expressive Content

A. Display **TRANSPARENCY #17** (3 pages). Refer trainees to **ACTIVITY #9a & #9b**, pages W-30 - W-33 in the Trainee Workbook.

B. Read or paraphrase the following instructions:

o **ACTIVITY #9a** is a list of functional activities across the four (4) major domains. Select an activity listed within each domain that is appropriate for the target learner.

o Display **TRANSPARENCY #18.** **ACTIVITY #9b** is a communication program planning sheet. Write the activity

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you selected under each domain. Select the activity that can provide the richest content for communication.

- The planning sheet is divided into three phases:

  -preparation
  -activity participation
  -termination or transition to new activity

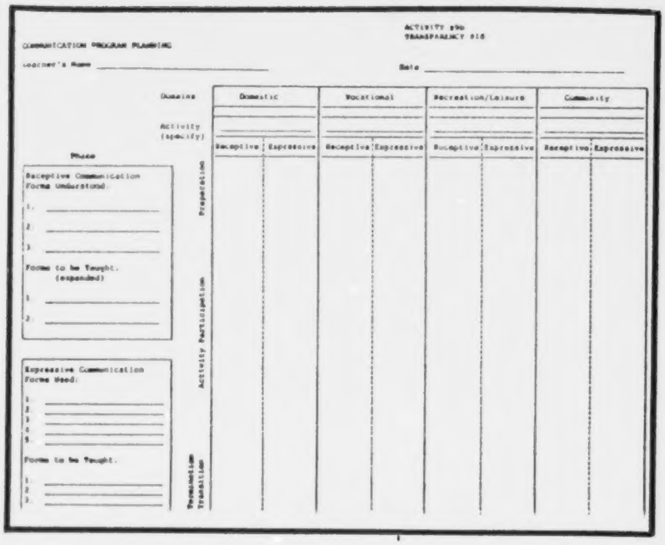
- First, from the completed communication profile, write down the receptive and expressive forms that the learner understands.

- Second, write down the forms that will be taught.

B. Determine (with your partner) what receptive and expressive forms or functions could be used within each activity.

C. The forms may be somewhat different depending on the task.

For example: Learner extends hand for change, student points for choice-making.



ACTIVITY #9b
TRANSPARENCY #18

COMMUNICATION PROGRAM PLANNING

Learner's Name ______ Date ______

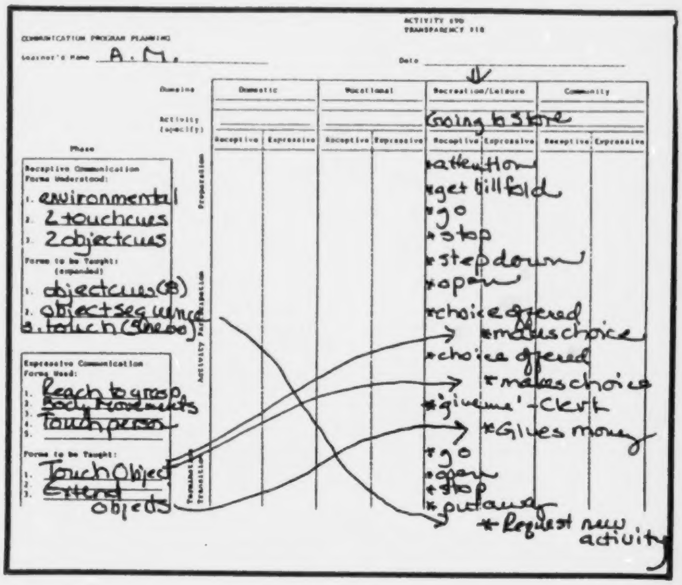
Domains	Domestic		Vocational		Recreation/Leisure		Community	
Activity (specify)								
Phase	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation								
Activity Participation								
Termination Transition								

Receptive Communication Forms Understood:
1. ______
2. ______
3. ______

Forms to be Taught: (expanded)
1. ______
2. ______

Expressive Communication Forms Used:
1. ______
2. ______
3. ______
4. ______
5. ______

Forms to be Taught:
1. ______
2. ______
3. ______



ACTIVITY #9b
TRANSPARENCY #18

COMMUNICATION PROGRAM PLANNING

Learner's Name A. M. Date ______

Domains	Domestic		Vocational		Recreation/Leisure		Community	
Activity (specify)					Going to Store			
Phase	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation					*attention *get billfold *go *stop *step down *open			
Activity Participation					*choice offered *choice offered *"give me" - Clerk	*makes choice *makes choice *Gives money		
Termination Transition					*go *open *stop *put away	*Request new activity		

Receptive Communication Forms Understood:
1. environmental
2. 2 touchcues
3. 2 objectcues

Forms to be Taught: (expanded)
1. objectcues (8)
2. object sequence
3. touch (shoes)

Expressive Communication Forms Used:
1. Reach to grasp
2. Body movements
3. Touch person
4.
5.

Forms to be Taught:
1. Touch Object
2. Extend objects
3.

6.0 EVALUATION

6.1 Determining Change in Knowledge (pre-post gains)

A. Distribute the posttest, **ACTIVITY #10**, found on page W-34 in the Trainee Workbook. Allow 10 minutes for the trainees to complete it.

B. Check the posttest and provide feedback to the trainees (Appendix C).

6.2 Determining Workshop Satisfaction

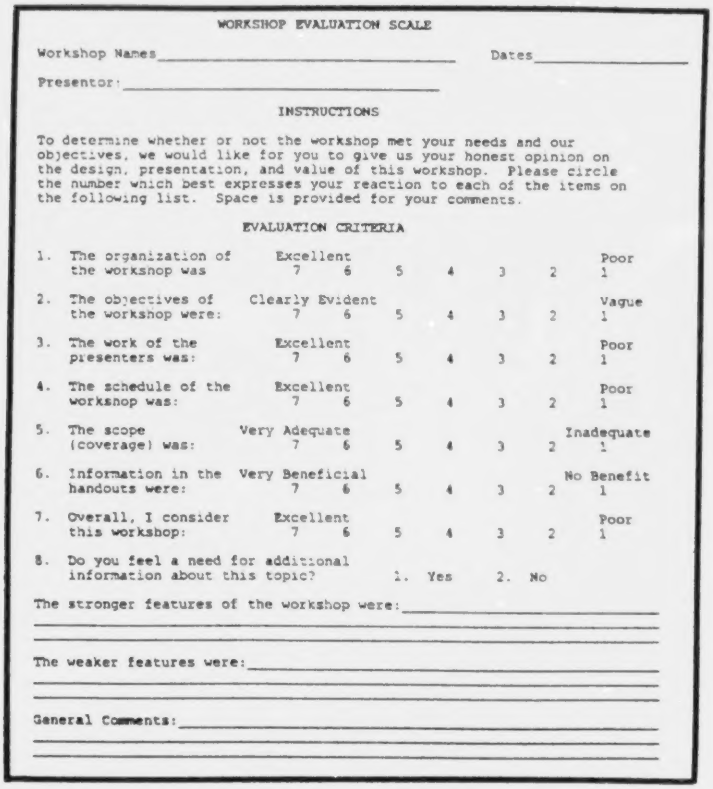
A. Distribute the McCallon scale, **ACTIVITY #11**, page W-35 in the Trainee Workbook, to trainees.

B. Collect and later average the mean scores.

6.3 Determining Competencies

A. Compute the percent correct for each trainee as they complete each activity. Record this information on the Trainee Competency Score Sheet (Appendix B).

B. Check to determine if each trainee met criterion for each activity.



WORKSHOP EVALUATION SCALE

Workshop Names________________________ Dates____________

Presentor:________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenters was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The schedule of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	Information in the handouts were:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1

8. Do you feel a need for additional information about this topic? 1. Yes 2. No

The stronger features of the workshop were:________________________

The weaker features were:________________________

General Comments:________________________

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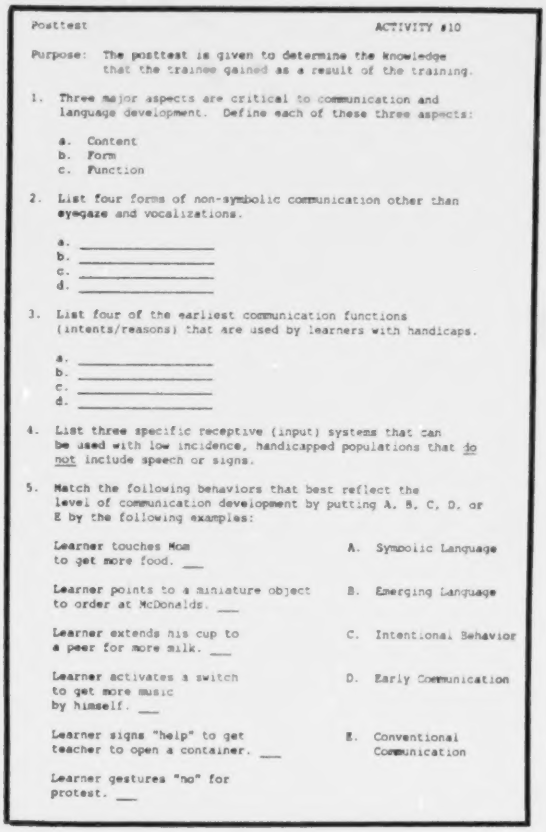


Posttest ACTIVITY #10

Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:
   a. Content
   b. Form
   c. Function
2. List four forms of non-symbolic communication other than eyegaze and vocalizations.
   a. ________
   b. ________
   c. ________
   d. ________
3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
   a. ________
   b. ________
   c. ________
   d. ________
4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.
5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

Learner touches Mom to get more food. ___

Learner points to a miniature object to order at McDonalds. ___

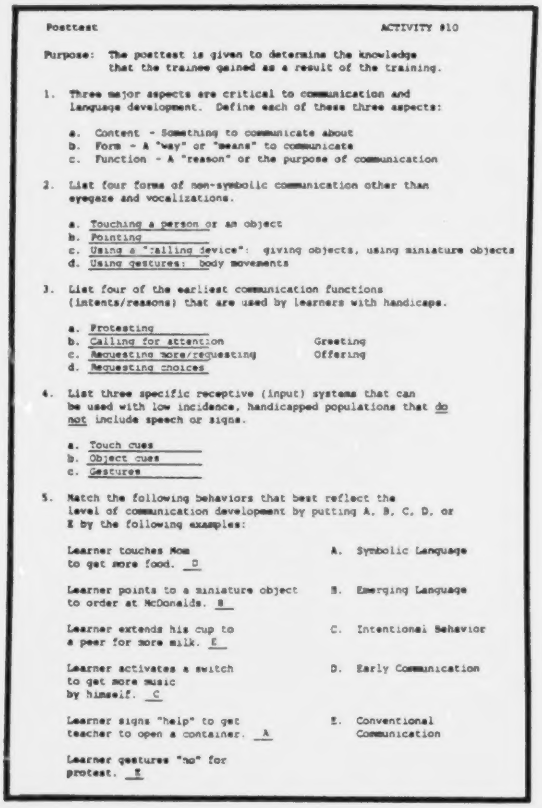
Learner extends his cup to a peer for more milk. ___

Learner activates a switch to get more music by himself. ___

Learner signs "help" to get teacher to open a container. ___

Learner gestures "no" for protest. ___

A. Symbolic Language
B. Emerging Language
C. Intentional Behavior
D. Early Communication
E. Conventional Communication



Posttest ACTIVITY #10

Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:
   a. Content - Something to communicate about
   b. Form - A "way" or "means" to communicate
   c. Function - A "reason" or the purpose of communication
2. List four forms of non-symbolic communication other than eyegaze and vocalizations.
   a. Touching a person or an object
   b. Pointing
   c. Using a "calling device": giving objects, using miniature objects
   d. Using gestures: body movements
3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
   a. Protesting
   b. Calling for attention Greeting
   c. Requesting more/requesting Offering
   d. Requesting choices
4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.
   a. Touch cues
   b. Object cues
   c. Gestures
5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

Learner touches Mom to get more food. D

Learner points to a miniature object to order at McDonalds. B

Learner extends his cup to a peer for more milk. E

Learner activates a switch to get more music by himself. C

Learner signs "help" to get teacher to open a container. A

Learner gestures "no" for protest. E

A. Symbolic Language
B. Emerging Language
C. Intentional Behavior
D. Early Communication
E. Conventional Communication

ACTIVITIES

ACTIVITY #1

Pre-posttest

Name______________________________________ PRE______ POST______

1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.

   a. Content

   b. Form

   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:

   a. Early prelanguage communication (nonsymbolic):

      1.

      2.

   b. Conventional prelanguage communication (nonsymbolic):

      1.

      2.

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).

   a.____

   b.____

   c.____

   d.____

5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. _____

Child extends his cup for more milk. _____

Child activates an Active Stimulation Switch to get more music. _____

A. Level I
Reflexive behaviors

B. Level V
Emerging concrete language

C. Level II
Intentional behavior

D. Level III
Early communication

E. Level IV
Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a. ________________________________

b. ________________________________

c. ________________________________

Functions of Receptive Communication:

ACTIVITY #2
Transparency #6

Directions: The trainer will read each of ten (10) "messages." After each example, place a check (√) in the column that best describes the function or purpose of the messages.

Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct ________

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

Forms of Receptive Communication

ACTIVITY #3
TRANSPARENCY #9

Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or −
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

% Correct___________

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

ACTIVITY #4
TRANSPARENCY #10

RECEPTIVE COMMUNICATION ASSESSMENT

				FORMS								FUNCTION							
Domain	Activity	Content		Speech	Signs	Pictures	Gestures	Collect	Touch	Environment		Attention	Inhibits/Stops	Follows Request for Communication	Responds to a Yes/No Question	Responds to a Comment	Information	Social Comment	Question
Daily Living/ Domestic																			
Community																			
Recreation/ Leisure																			
Vocational																			

K. Stremel-Campbell & B. Wilson

Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score corre`t responses as X and incorrect responses as o. Check √ the functions of your communication .

Forms of Expressive Communication

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example of it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Objects	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

Forms & Functions of Expressive Communication

ACTIVITY #6
TRANSPARENCY #14

Activity #6: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below. Questions??

	Forms														Functions				
	Vocalization	Eye gaze	Body movement	Touch person/object	Touch person & object	Extend real object	Use simple gestures	Point	Use miniature objects	Use association object	Use pictures	Speech	Signs	Adaptation	Attention/access people	Protest	Request continuation	Choice	Other
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

ACTIVITY #7
TRANSPARENCY #15

EXPRESSIVE COMMUNICATION ASSESSMENT

				FORMS																			FUNCTION					
Domain	Activity	Content		Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
Community																												
Recreation/ Leisure																												
Vocational																												

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.

ACTIVITY #8
TRANSPARENCY #16

EXPRESSIVE COMMUNICATION ASSESSMENT

				FORMS																			FUNCTION					
Domain	Activity	Content		Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
Community																												
Recreation/ Leisure																												
Vocational																												

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.

Communication Planning Across Domains ACTIVITY 9a & b

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

	Going to convenience store (2 yr.-old student deaf-blind)	
Form targeted	Receptive	Expressive
Receptive		
1. touch cue	o Gets wallet (4)	
2. object cue	o Attention cue (1) "go"	
3. hand-in-hand singing	o Step down (1)	
4. object sequence	o Stop (1)	
	o Go (1)	
Expressive	o Open (1)	
1. I call person		
2. Touch object/ Choice	o Choice (2) drink	Selects choice (2)
3. Give-transfer	o Choice eat (2)	Selects choice (2)
4. Request more	o Get me coke (1/3)	Offer/trans (3)
5. Protest	o Give me (1)	Gives (3)
	o Open (1/2)	
	o Stop (1)	
	o Step (1)	
	o Put away (4)	
	o Throw away (2/3)	
	o New activity (4)	

Activities Across Domains

ACTIVITY #9a
TRANSPARENCY #17

Domain Activity

Daily Living/Domestic

- Personal Care - brushing teeth
  - washing, showering, bathing
  - applying deodorant
  - applying make-up (if appropriate)
  - washing hair, styling hair
  - dressing - choosing clothing putting on clothing

- Meals Prep. - making breakfast, lunch, dinner
  - planning meal
  - setting table
  - purchasing ingredients for meal
  - table manners
  - social interaction (dinner table)

- Clothing care - washing laundry
  - sorting laundry
  - folding laundry
  - hanging clothes on hangers
  - putting laundry away when clean

- House care - making bed
  - cleaning kitchen - sink
    - dishes
    - floor
    - stove
    - refrigerator
  - vacuuming
  - dusting
  - washing windows/mirrors
  - cleaning bathtub
  - cleaning table
  - cleaning sink (bathroom)

Vocational

- Janitorial - cleaning/emphasizing ashtrays
  - emphasizing garbage
  - cleaning bathroom
  - vacuuming
  - cleaning break room
  - washing windows

- Secretarial - filing
  - sorting mail
  - putting away supplies
  - making copies with copy machine
  - stapling papers
  - folding/addressing correspondences

TRANSPARENCY 17c
ACTIVITY #9a continued

Assembly - bagging by size, shape, color,
number
sorting
quality control
locating parts
asking for help

Recreation/leisure

Playing game requiring at least 2 people (table game)
working a jig-saw puzzle
latch - hooking rug, pillow
needle work - cross stitch,
needle point
sports such as volley ball,
soft ball
movies - choosing movie, purchasing
tickets,
getting snack, locating seat
bowling - money, shoes, lanes,
keeping score etc.

Community

Post office - buying stamps
mailing letters
mailing packages

bank - making deposits
withdrawing money
getting change
cashing check

restaurant - choosing restaurant
choosing from menu
ordering meal
eating meal
paying for meal

shopping - clothing
locate store based on needs
find items needed
locate size
determine price
try on items (if necessary)
locate cashier
pay for items

(Margaret Denney, 1988)

COMMUNICATION PROGRAM PLANNING

TRANSPARENCY #18
ACTIVITY #9b

Learner's Name ______________________ Date ______________________

Receptive Communication Forms Understood:

1.
2.
3.

Forms to be Taught: (expanded)

1.
2.

Expressive Communication Forms Used:

1.
2.
3.
4.
5.

Forms to be Taught:

1.
2.

Domains	Domestic		Vocational		Recreation/Leisure		Community	
Activity (specify)	________		________		________		________	
Phase	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation								
Activity Participation								
Termination Transition								

ACTIVITY #10

Pre-posttest

Name_______________________________ PRE______ POST______

1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.

   a. Content

   b. Form

   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:

   a. Early prelanguage communication (nonsymbolic):

      1.

      2.

   b. Conventional prelanguage communication (nonsymbolic):

      1.

      2.

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).

   a.____

   b.____

   c.____

   d.____

5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. _____

Child extends his cup for more milk. _____

Child activates an Active Stimulation Switch to get more music. _____

A. Level I
Reflexive behaviors

B. Level V
Emerging concrete language

C. Level II
Intentional behavior

D. Level III
Early communication

E. Level IV
Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a. ______________________________

b. ______________________________

c. ______________________________

ACTIVITY #11

WORKSHOP EVALUATION SCALE

Workshop Names________________________________ Dates__________________

Presentor:____________________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent						Poor
		7	6	5	4	3	2	1
2.	The objectives of the workshop were:	Clearly Evident						Vague
		7	6	5	4	3	2	1
3.	The work of the presenters was:	Excellent						Poor
		7	6	5	4	3	2	1
4.	The schedule of the workshop was:	Excellent						Poor
		7	6	5	4	3	2	1
5.	The scope (coverage) was:	Very Adequate						Inadequate
		7	6	5	4	3	2	1
6.	Information in the handouts were:	Very Beneficial						No Benefit
		7	6	5	4	3	2	1
7.	Overall, I consider this workshop:	Excellent						Poor
		7	6	5	4	3	2	1

8. Do you feel a need for additional information about this topic? 1. Yes 2. No

The stronger features of the workshop were:________________________________

____

____

The weaker features were:____

____

____

General Comments:____

____

____

TRANSPARENCIES

OVERVIEW

Communication

Competencies:

TRANSPARENCY #1

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.

2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).

3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.

4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture Pretest	VCR Overhead Microswitches	20 mins.
2.0 Identifying the Critical Variables	Lecture Demonstration	Objects (see materials list Appendix A).	20 mins.
3.0 Determining Receptive Communication Objectives	Lecture Activities		60 mins.
4.0 Determining Expressive Communication Objectives	Lecture Student Demonstration		180 mins.
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans		30 mins.
6.0 Evaluation	Posttest McCallon		20 mins.
Total Session			5 hrs., 30 mins.

TRANSPARENCY #2

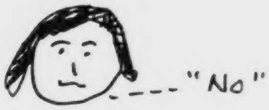
SPEECH	A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON: 1. ADEQUATE AIR FLOW FROM THE LUNGS 2. COORDINATED MOVEMENTS OF THE VOCAL CORDS 3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.
LANGUAGE	A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS.
COMMUNICATION	AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING: 1. A MESSAGE 2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER 3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.

TRANSPARENCY #3

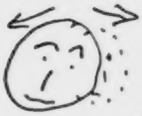
RECEPTIVE COMMUNICATION

INPUT TO LEARNER

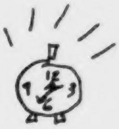
- o Verbal "No"



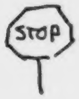
- o Gesture "No"



- o Auditory "Get up"

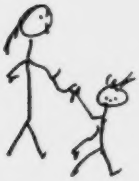


- o Visual "Stop"

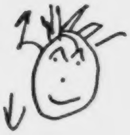


EXPRESSIVE COMMUNICATION

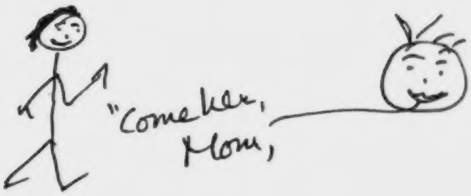
OUTPUT FROM LEARNER



- o Touch "Hey"



- o Gesture "Yes"



- o Verbal

TRANSPARENCY #4

THREE (3) CRITICAL FEATURES OF COMMUNICATION: UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT OF ANY COMMUNICATION PROGRAM.

1. FORM - A LEARNER NEEDS A "WAY TO COMMUNICATE". A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY, TO TRANSMIT A MESSAGE.

2. FUNCTION - A LEARNER NEEDS A "REASON OR INTENT TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE HAVE A REASON OR A PURPOSE FOR DELIVERING OUR "MESSAGE."

3. CONTENT - A LEARNER NEEDS "SOMETHING TO COMMUNICATE ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES. OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE MAY BE VERY LITTLE TO COMMUNICATE ABOUT.

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT. (NOTICE)

B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST).

C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION).

D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).

E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE).

F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES. (SOCIAL COMMENT)

G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION).

H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY).

Functions of Receptive Communication:

ACTIVITY #2
Transparency #6

Directions: The trainer will read each of ten (10) "messages." After each example, place a check (√) in the column that best describes the function or purpose of the messages.

Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct ________

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

TYPES OF RECEPTIVE COMMUNICATION FORMS

NATURAL ENVIRONMENTAL CUES

TOUCH OR TACTILE CUES

OBJECT CUES

GESTURE CUES

PICTURE CUES

MANUAL SIGN CUES

SPEECH

TRANSPARENCY #8a

DOMAIN	ACTIVITY	CUE	MEANING
DOMESTIC/DAILY LIVING			
	EATING	SMALL CEREAL BOX	EAT BREAKFAST
		MEAL TICKET	EAT LUNCH
		TRAY AWAY	FINISHED
	MEAL PREPARATION	PICTURE COOKBOOK/ POTHOLDER	TIME TO PREPARE
		SPONGE/DISHCLOTH	TIME TO CLEAN-UP
	SELF CARE	SMALL TOOTHPASTE/ COMB/MIRROR	TIME TO GO TO BATHROOM FOR SELF CARE
	LAUNDRY	DETERGENT CAP	TIME TO DO LAUNDRY
VOCATIONAL			
	WORK	TIMECARD	TIME FOR WORK
	WORK (IN-SCHOOL)	SMALL TIN CAN SMASHED SMALL CAN	TIME TO PICK-UP TRASH
COMMUNITY			
		ID CARD	TIME TO GO INTO COMMUNITY
LEISURE/RECREATION			
	CARD GAME	CARD	TIME TO PLAY CARDS

TRANSPARENCY #8b

FORMS OF FUNCTIONAL OBJECT CUES FOR INFANTS/YOUNG CHILDREN

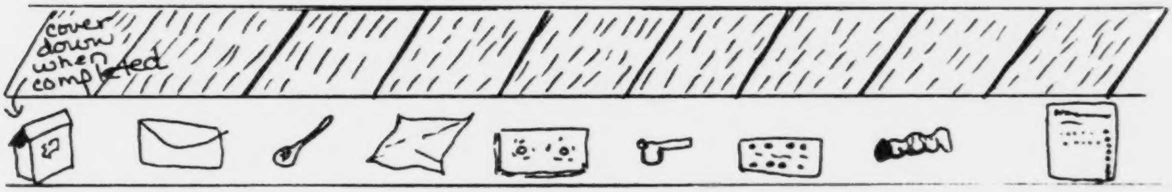
MEANING	OBJECT (FORM)
EAT	SPOON
DRINK	BOTTLE
CHANGE	PANTS OR DIAPER
GO	WALKER
FINISHED	TUB TO PUT OBJECTS IN
BED/SLEEP	BLANKET, SMALL PILLOW OR BED TOY
DOWN ON MAT	PIECE OF THE MAT/CARPET
GOING TO PLAY AREA	A SPECIFIC TOY
BATH	WASHCLOTH OR SPONGE
DRESS	SMALL SHOE
OUTSIDE	TURF OR SMALL BRICK
MUSIC	TAPE
BUBBLES	BUBBLE WAND
AIR ON FACE	BALLOON
SWING	PIECE OF CHAIN OR RUBBER

- As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.

  a. At lease 4-5 routine activities must be occurring daily,
  b. An object that "stands for" each activity must be selected,
  c. The objects must be sequenced in an order,
  d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

  Example:

Activity	Object Cue	Sequences	Completed
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercycle)	grip	8	" "
Work	timecard	9	



The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.

Forms of Receptive Communication

ACTIVITY #3
TRANSPARENCY #9

Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

% Correct___________

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

ACTIVITY #4
TRANSPARENCY #10

RECEPTIVE COMMUNICATION ASSESSMENT

				FORMS								FUNCTION							
Domain	Activity	Content		Speech	Signs	Pictures	Gestures	Collect	Touch	Environment		Attention	Inhibits/Stops	Follows Request for Communication	Responds to a Yes/No Question	Responds to a Comment	Information	Social Comment	Question
Daily Living/ Domestic			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								
Community			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								
Recreation/ Leisure			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								
Vocational			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								

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Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score corre`t responses as X and incorrect responses as o. Check √ the functions of your communication .

TRANSPARENCY #11

O: INTENTIONAL BEHAVIOR

I: EARLY COMMUNICATION

II: CONVENTIONAL COMMUNICATION

III: EMERGING SYMBOLIC COMMUNICATION

IV: EARLY LANGUAGE

3.1D LEVELS & FORMS OF EXPRESSIVE COMMUNICATION

TRANSPARENCY 11a

Levels/Features	Forms	Examples
Intentional Behavior		
Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent cause-effect skills, in which the learner learns that he/she can act on the environment to cause an effect.	1. General body movements	Leans head forward Moves body for more
	2. Specific body movements	Reaches to grasp Throws an object
	3. Vocalizations	Exhibits an abusive behavior
	4. Adaptations with switches	Press switch for music Leaf switch for fan Mercury for blender

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

Levels/Features	Forms	Examples
Level I. Early Communication		
These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.	*1. Vocalization (auditory signal)	
	2. Eye gaze	
	3. Body movement	Leans back for backrub Kicks legs for rock Moves head for more food
	4. Touch person	Touch hand to get milk Touch arm for attention
	5. Touch object (object or 2 held)	Reaches for or touches cup or toy Touches tape recorder when it stops
	6. Touches 2 objects not held	Touches spoon, not cup
	7. Adaptations	Learners with little voluntary movement may need a switch device

The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.

TRANSPARENCY 11b

Levels/Features	Forms	Examples
Level II. Conventional Communication		
The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.	1. Touch person & object (or move person's arm to object)	
	2. Extend real objects	Cup for more milk Tape to turn on Money for coke
	3. Use of 3 simple gestures	Up, Mine, No
	4. Point to near object	
	5. Adapted 2-choice communication device	
	6. Yes/no	Head motion

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

Level III. Emerging Symbol Communication Systems	
At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.	1. Extend/point to miniature objects 2. Extend/point to object parts that are part of the whole 3. Extend/point to pictures/line drawings 4. Use more complex gestures

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

Level IV. Early Language	
At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols	1. a. Close word approximations b. True signs c. Written words or abstract symbols 2. Use of two words for 2 different functions 3. Use of two words for objects that are not immediately visible or present

Forms of Expressive Communication

ACTIVITY #5
TRANSPARENCY #12

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example of it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Objects	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

TRANSPARENCY #13

TYPES OF COMMUNICATION FUNCTIONS

EARLY FUNCTIONS:

- CALLING OR ACCESSING PEOPLE
- PROTESTING
- REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

LATER DEVELOPING FUNCTIONS:

- SOCIAL GREETING
- OFFERING OR TRANSFERRING OBJECTS
- REPEATING
- ANSWERING QUESTIONS
- NAMING OR LABELING
- COMMENTING
- REPLYING
- REQUESTING INFORMATION
- ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)

Forms & Functions of Expressive Communication

ACTIVITY #6
TRANSPARENCY #14

Activity #6: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below. Questions??

	Forms														Functions				
	Vocalization	Eye gaze	Body movement	Touch person/object	Touch person & object	Extend real object	Use simple gestures	Point	Use miniature objects	Use association object	Use pictures	Speech	Signs	Adaptation	Attention/access people	Protest	Request continuation	Choice	Other
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

ACTIVITY #7
TRANSPARENCY #15

EXPRESSIVE COMMUNICATION ASSESSMENT

				FORMS																				FUNCTION					
Domain	Activity	Content		Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
Community																												
Recreation/ Leisure																												
Vocational																												

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Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.

ACTIVITY #8
TRANSPARENCY #16

EXPRESSIVE COMMUNICATION ASSESSMENT

				FORMS																			FUNCTION					
Domain	Activity	Content		Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
Community																												
Recreation/ Leisure																												
Vocational																												

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.

Communication Planning Across Domains

ACTIVITY 9a & b
TRANSPARENCY 17a

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

	Going to convenience store (2 yr.-old student deaf-blind)	
Form targeted	Receptive	Expressive
Receptive		
1. touch cue	o Gets wallet (4)	
2. object cue	o Attention cue (1) "go"	
3. hand-in-hand singing	o Step down (1)	
4. object sequence	o Stop (1)	
	o Go (1)	
Expressive	o Open (1)	
1. I call person		
2. Touch object/ Choice	o Choice (2) drink	Selects choice (2)
3. Give-transfer	o Choice eat (2)	Selects choice (2)
4. Request more	o Get me coke (1/3)	Offer/trans (3)
5. Protest	o Give me (1)	Gives (3)
	o Open (1/2)	
	o Stop (1)	
	o Step (1)	
	o Put away (4)	
	o Throw away (2/3)	
	o New activity (4)	

Activities Across Domains

ACTIVITY #9a
TRANSPARENCY #17b

Domain Activity

Daily Living/Domestic

Personal Care - brushing teeth
washing, showering, bathing
applying deodorant
applying make-up (if appropriate)
washing hair, styling hair
dressing - choosing clothing putting on clothing

Meals Prep. - making breakfast, lunch, dinner
planning meal
setting table
purchasing ingredients for meal
table manners
social interaction (dinner table)

Clothing care - washing laundry
sorting laundry
folding laundry
hanging clothes on hangers
putting laundry away when clean

House care - making bed
cleaning kitchen - sink
dishes
floor
stove
refrigerator
vacuuming
dusting
washing windows/mirrors
cleaning bathtub
cleaning table
cleaning sink (bathroom)

Vocational

Janitorial - cleaning/emphasizing ashtrays
emphasizing garbage
cleaning bathroom
vacuuming
cleaning break room
washing windows

Secretarial - filing
sorting mail
putting away supplies
making copies with copy machine
stapling papers
folding/addressing correspondences

Assembly - bagging by size, shape, color,
number
sorting
quality control
locating parts
asking for help

Recreation/leisure

Playing game requiring at least 2 people (table game)
working a jig-saw puzzle
latch - hooking rug, pillow
needle work - cross stitch,
needle point
sports such as volley ball,
soft ball
movies - choosing movie, purchasing
tickets,
getting snack, locating seat
bowling - money, shoes, lanes,
keeping score etc.

Community

Post office - buying stamps
mailing letters
mailing packages

bank - making deposits
withdrawing money
getting change
cashing check

restaurant - choosing restaurant
choosing from menu
ordering meal
eating meal
paying for meal

shopping - clothing
locate store based on needs
find items needed
locate size
determine price
try on items (if necessary)
locate cashier
pay for items

(Margaret Denney, 1988)

COMMUNICATION PROGRAM PLANNING

TRANSPARENCY #18
ACTIVITY #9b

Learner's Name ______________________________ Date ______________________________

Receptive Communication Forms Understood:

1.
2.
3.

Forms to be Taught: (expanded)

1.
2.

Expressive Communication Forms Used:

1.
2.
3.
4.
5.

Forms to be Taught:

1.
2.

Domains	Domestic		Vocational		Recreation/Leisure		Community	
Activity (specify)	______		______		______		______	
Phase	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation								
Activity Participation								
Termination Transition								

TRAINEE WORKBOOK

An Inservice Training Program in Curriculum Development

Providing Services for Learners with Severe Handicaps

A Workbook for Developing:

Communication

Mississippi-University Affiliated Program
for Persons with Developmental Disabilities
University of Southern Mississippi
Southern Station Box 5163
Hattiesburg, MS 39406-5163

Kathleen Stremel-Campbell

Rebecca Wilson

OVERVIEW

Communication

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.
2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).
3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.
4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture Pretest	VCR Overhead Microswitches	20 mins.
2.0 Identifying the Critical Variables	Lecture Demonstration	Objects (see materials list	20 mins.
3.0 Determining Receptive Communication Objectives	Lecture Activities	Appendix A).	60 mins.
4.0 Determining Expressive Communication Objectives	Lecture Student Demonstration		180 mins.
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans		30 mins.
6.0 Evaluation	Posttest McCallon		20 mins.
Total Session			5 hrs., 30 mins.

1.0 PRETEST

ACTIVITY #1: Pretest - turn to the following page for the Pretest

ACTIVITY #1

Pre-posttest

Name______________________________ PRE______ POST______

1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.

   a. Content

   b. Form

   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:

   a. Early prelanguage communication (nonsymbolic):

      1.

      2.

   b. Conventional prelanguage communication (nonsymbolic):

      1.

      2.

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).

   a.______________________________

   b.______________________________

   c.______________________________

   d.______________________________

5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. _____

Child extends his cup for more milk. _____

Child activates an Active Stimulation Switch to get more music. _____

A. Level I
Reflexive behaviors

B. Level V
Emerging concrete language

C. Level II
Intentional behavior

D. Level III
Early communication

E. Level IV
Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a. ______________________________

b. ______________________________

c. ______________________________

The pretest (Activity 1) is on the previous page. Remove it from your workbook. The pretest is given to determine your knowledge prior to the training session. A posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

2.1 The Difference Between Communication, Language, and Speech: Understanding the process of when to teach what

Speech:

Speech is a complex motor behavior. The learner must have adequate breath control and fine motor skills in order to have intelligible speech. Three functions are necessary for this to occur:

First -Adequate and controlled breathing is necessary to get the air stream to the vocal cords,

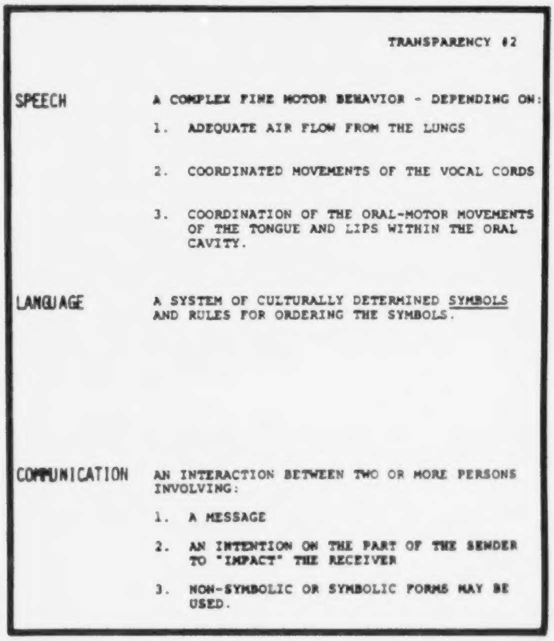
Second -Coordinated vocal cord functioning is necessary for the air stream to reach the oral cavity with a pressure adequate for speech,

Third -Smooth, rapid and coordinated movement of the muscles are necessary to function so that the tongue moves in many ways and can make sufficient contact with the articulators of the mouth (lips, teeth, throat, velar ridges) in order to produce vowels and consonant sounds and assimilate sounds into words.

Language:

Language is a system of culturally determined symbols that represent objects, actions, locations, concepts and expressions. In order to have a language system, the person also needs to use rules for ordering the symbols into meaningful units that can be understood by others who share their language system. The following are examples of how language systems may have different orders:

Each transparency to be shown by the trainer is provided in this space for ease in following the workbook and the lecture format.



TRANSPARENCY #2

SPEECH A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON:

1. ADEQUATE AIR FLOW FROM THE LUNGS
2. COORDINATED MOVEMENTS OF THE VOCAL CORDS
3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.

LANGUAGE A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS.

COMMUNICATION AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING:

1. A MESSAGE
2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER
3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.

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English - get the big ball
American Sign Language - get ball big
Japanese - big ball get

In order to use language the learner must understand that a specific symbol refers or "stands for" a specific object, action, location, concept or emotion. Learners with severe handicaps may not understand this relationship. Language may be transmitted through speech, manual signs, written words, or abstract symbols.

Communication:

Communication is an exchange of a message or information between at least two people. Communication may be conveyed through either non-symbolic or symbolic behaviors. There must be an intent on the part of the "communicator" to impact the "receiver" in some way.

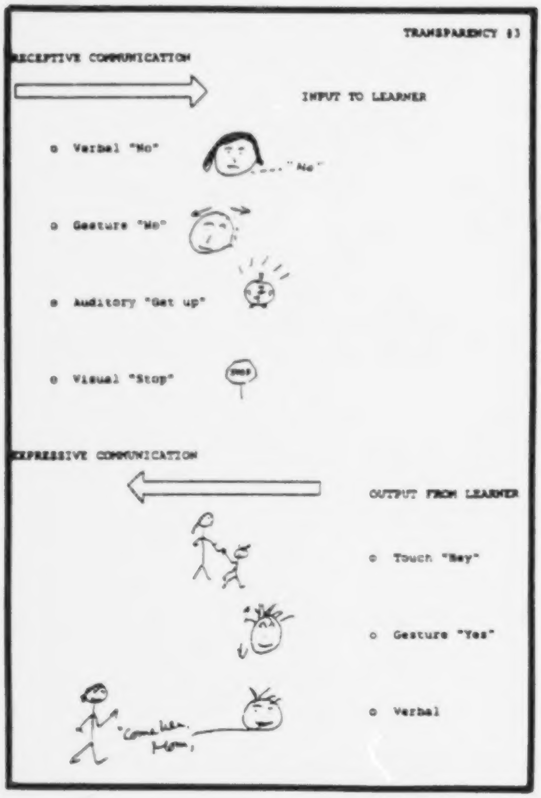
2.2 The Differences Between Receptive & Expressive Communication: Understanding and Transmitting Messages in a Reciprocal Exchange

o Receptive Communication:

Receptive communication is an "input" system in which the learner understands or comprehends the message or intent of the person who is addressing them. A message may be transmitted through facial gestures, hand gestures, speech, manual signs, symbols, or a written word. Receptive communication may, therefore, be either non-symbolic or symbolic. Often, only verbal language is taught to learners with severe handicaps in forms of directives without the learner understanding the auditory form of speech and language.

Examples of "input" forms - you say to the learner:

"Come here"
"Stop"
Gesture "no"


TRANSPARENCY #3
ECEPTIVE COMMUNICATION
INPUT TO LEARNER
o Verbal "No"
"No"
o Gesture "No"
o Auditory "Get up"
o Visual "Stop"
STOP
XPRESSIVE COMMUNICATION
OUTPUT FROM LEARNER
o Touch "Hey"
o Gesture "Yes"
o Verbal
"Come here Mom,

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o Expressive Communication:

Expressive communication is an "output" system in which the learner transmits a message to someone in order to get them to act, feel, inhibit an action, to change their opinion, or to influence the way that person thinks.

Examples of "output" forms - The learner communicates to you:

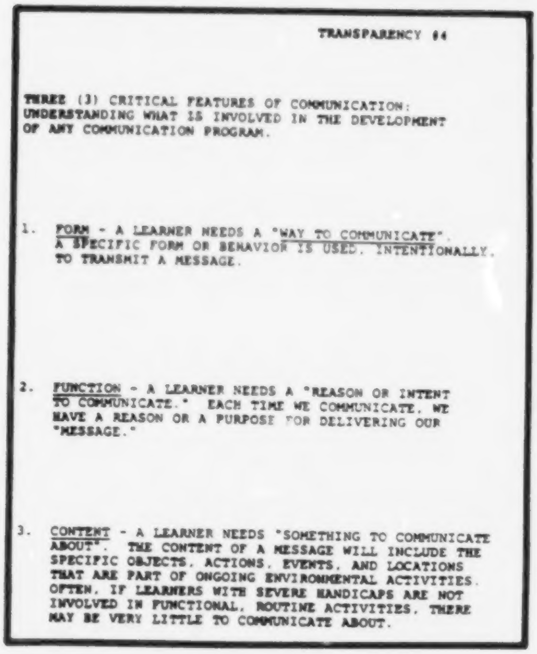
Gesture "no"
"Want cookie"
point
Signs "more"
"Taps" teacher for
attention

2.3 Understanding What is Involved in the Development of Any Communication Program

o Form - First, a learner needs a "way to communicate." A specific form or behavior is used, intentionally, to transmit a message.

o Function - Second, a learner needs a "reason or intent to communicate." Each time we communicate, we have a reason or a purpose for delivering our message.

o Content - Third, a learner needs "something to communicate about." The content of a message will include the specific objects, actions, events, and locations that are part of ongoing environmental activities. If learners with severe handicaps are not involved in functional, routine activities, there may be very little to communicate about.



TRANSPARENCY #4

THREE (3) CRITICAL FEATURES OF COMMUNICATION: UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT OF ANY COMMUNICATION PROGRAM.

1. FORM - A LEARNER NEEDS A "WAY TO COMMUNICATE". A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY, TO TRANSMIT A MESSAGE.

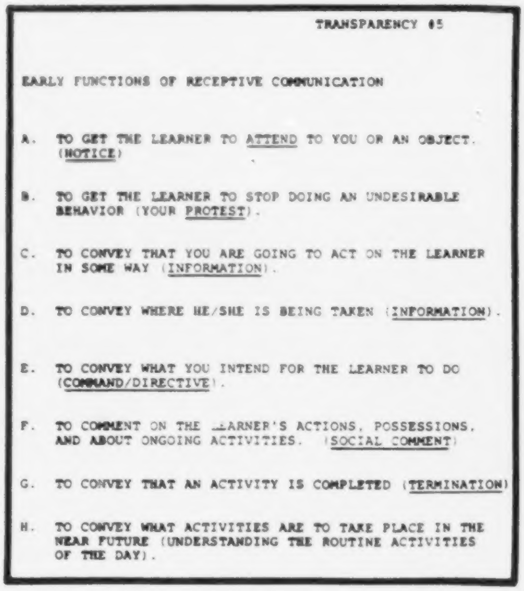
2. FUNCTION - A LEARNER NEEDS A "REASON OR INTENT TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE HAVE A REASON OR A PURPOSE FOR DELIVERING OUR "MESSAGE."

3. CONTENT - A LEARNER NEEDS "SOMETHING TO COMMUNICATE ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES. OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE MAY BE VERY LITTLE TO COMMUNICATE ABOUT.

3.0 DETERMINING RECEPTIVE COMMUNICATION OBJECTIVES

3.1 Early Functions of Receptive Communication

The learner's understanding of your message or what you intend for him to do is critical for teaching any skill. However, the learner must be able to respond to more than just directives.



TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT. (NOTICE)

B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST).

C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION).

D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).

E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE).

F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES. (SOCIAL COMMENT)

G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION)

H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY).

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Functions of Receptive Communication:

ACTIVITY #2
Transparency #6

Directions: The trainer will read each of ten (10) "messages." After each example, place a check (/) in the column that best describes the function or purpose of the messages.

Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct ________

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.

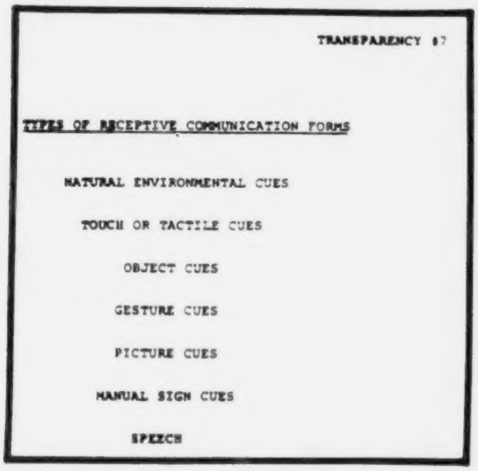
There are other functions or reasons for the learner to respond to you. A number of the functions are listed below:

- o To get the learner to imitate you
- o To get the learner to stop doing an undesirable behavior (inhibit)
- o To convey that you are going to act on the learner in some way (information).
- o To convey that he/she is being taken somewhere (information).
- o To convey what you intend for the learner to do (directive).
- o To convey that an activity is completed (termination).
- o to convey what activities are to take place in the near future (understanding the routine activities of the day).

Activity #2: Functions of Receptive Communications - Turn to the previous page for Activity 2

3.2 Forms of Receptive Communication

Many learners with severe handicaps may have a limited understanding of speech. Whereas they may hear, there may be some auditory discrimination problems. Persons respond to many cues or signals in the environment. The following modes and examples of forms of receptive communication are some ways that messages can be expressed without extensive use of full physical assistance:



TRANSPARENCY #7

TYPES OF RECEPTIVE COMMUNICATION FORMS

NATURAL ENVIRONMENTAL CUES

TOUCH OR TACTILE CUES

OBJECT CUES

GESTURE CUES

PICTURE CUES

MANUAL SIGN CUES

SPEECH

o Environmental cues or signals

- -Non-speech signals, such as the fire alarm, a door closing,
- -Visual cues, as handing the learner his coat,
- -Tactile cues, as the spoon touching his lips, or the belt being unfastened before the learner is removed from his wheelchair,
- -The chain of events that occur in routine activities.

o Tactile or touch cues

-Touch cues are minimal physical prompt cues that are given to provide specific information to the learner (sit down, give it to me),

-It is important that each person interacting with the learner is consistent in the way the touch cues are delivered so they begin to be meaningful to the learner.

-The following tactile or touch cues are provided as examples of different forms the cues may take to convey different meanings to the learner. Initially, only three or four cues may be used. When the learner responds to those cues, more may be added:

Examples of Tactile/Touch Cues

	Meaning	Form
a.	Your identification (object)	specific to the individual
b.	"Hi" - approach cue	lightly rub his hand or shoulder
c.	"Bye" - termination cue	lightly rub or tap lower shoulder
d.	"Out/Down" -change in placement	lightly pull on arms
e.	"Eat" -cue (object)	touch bottom lip twice
f.	"Change" or "Bathroom" - cue	gently tug at waistband
g.	"Up"	gently tug on hand and arm
h.	"No"	tap firmly twice on outer wrist
i.	"Name" or possession cue	touch chest
j.	"Want more?" cue	"M" fingers stroke from knuckles to fingertips
k.	"Give me"	"M" fingers stroke inside of his fingertips
l.	"Take it"	tap twice (with one finger) at mid hand
m.	"Let go"	shake his wrist with thumb and forefinger
n.	"Look for"	put your hand over his flat outer hand and move from side to side
o.	"Go"	gently guide elbow
p.	"Stop"	take both hands and firmly put them down
q.	"Finished" (object)	gently guide student's hand to push away the object (at forefinger)
r.	"Sit"	gently push twice at shoulder
s.	"Stand"	gently stroke upward on both arms
t.	"Drink" (object)	touch bottom lip and gently push up
u.	"Bed/sleep" (object)	gently stroke both eye lids
v.	"Bath"	gently rub between the breast bone
w.	"Clothes on"	with your fist, stroke or tap location of clothes on body
x.	"Put in"	guide his hand downward with one finger
y.	"Take out"	guide his hand upward (from palm) with one finger
z.	"Close"	assist student to turn his hand downward using one finger at his wrist

o Functional Object Cues

-Object cues have the advantage of being stationary and tangible, whereas speech or sign cues are not,

-Object cues are especially useful when time will lapse between the time the "message" is given (go to the gym) and the time it takes the learner to complete the behavior since memory spans for learners with severe handicaps may be quite short.

-Initially real objects that are part of routine activities will be used as cues. Later, objects that represent an activity may be used.

-The following object cues are presented as examples that may be used:

Object Cues and Meaning Across Domains/Activities for Older Learners

Daily Living/Domestic

Eating -

Small cereal box - eat breakfast
Meal ticket - eat lunch
Tray away - finished

Meal Preparation -

Picture book/potholder - time to prepare
Sponge/dishcloth - time to clean up

Self Care -

Small toothpaste/comb/mirror - go to bathroom for self care

Laundry -

Detergent cap - time to do laundry

Vocational

Work - timecard - time for work

In School -

Small tin can - time to pick up trash
smashed small can - time to mash cans
stick-ems - time to xerox

Community

I.D. card - time to go into community; plastic glove - uses to package silverware; small book - go to church to straighten up hymnals; vending machines - money card; grocery store - list with pictures or magnetboard with beans, katsup, eggs.

Leisure/Recreation

Group card game -
    Card - time to play cards

P.E. -
    Whistle - time to go to P.E.

Exercise Bike -
    Handle grip - time to ride the exercise bike

Music -
    Small audiotape - time for listening to tapes

Make Snack -
    Popcorn cue - time to pop pop corn

Forms of Functional Object Cues for Infants/Young Children

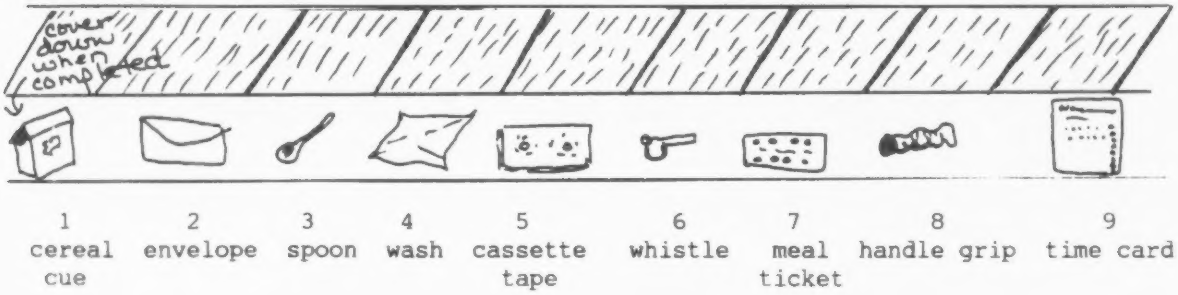
	Meaning	Object (form)
a.	Person identification	individual (ring/hair)
b.	Eat	spoon
c.	Drink	bottle/small cup
d.	Change	pants or diaper (young)
e.	Go	walker
f.	Finished	tub to put objects in
g.	Bed/sleep	blanket, small pillow or bed toy
h.	Down on mat	piece of the mat/carpet
i.	Going to play area	a specific toy
j.	Bath	washcloth or sponge
k.	Dress	small shoe
l.	Outside	turf or small brick piece
m.	Music	tape
n.	Bubbles	bubble wand
o.	Air on face	balloon
p.	Swing	piece of chain or rubber
q.	Drink	cup
r.	Vibration pad	piece of plastic
s.	Yogurt	yogurt container
t.	Cracker	plastic container
u.	Snack	small tupperware
v.	Drive in car	keys
w.	Swimming	suit/cap
x.	Music location	small instrument/bells
y.	Shopping/breaktime	money
z.	Locations (gym) (specific to child's age and environment)	whistle

- As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.

  a. At lease 4-5 routine activities must be occurring daily,
  b. An object that "stands for" each activity must be selected,
  c. The objects must be sequenced in an order,
  d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

  Example:

Activity	Object Cue	Sequences	Completed
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercycle)	grip	8	" "
Work	timecard	9	



The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.

o Gesture Cues

-Often gesture cues may be more meaningful to a learner than words. Gesture cues should initially be presented in the context of a functional activity.

-It is important that each person interacting with the learner provides the gesture cues in the same way so they can become meaningful to the learner.

-The following are examples of gesture cues that may be used:

a. Sit down
b. Stand up
c. Come here
d. Give it to me
e. Take this
f. Look here
g. Go outside
h. Finished
i. Pick it up
j. Put it in
k. Stir it
l. Blow your nose
m. Wipe your mouth
n. Come with me
o. Which do you want?
p. What?

o Sign Cues

-Initially, sign cues may be an extension of the gesture cue system with those signs that represent the activity or the action being used first.

-Even though the learner may not learn to use signs expressively, the signs may add to his/her understanding of speech.

-The following are examples of some of the early signs that may be used:

a. What do you want?
b. Throw it away
c. Want more?
d. No!
e. Finished!
f. Go
g. Turn it
h. Wash/wipe off
i. Take it off
j. Eat
k. Drink
l. Get
m. Signs that represent objects (book, cup, kleenex) may be introduced
n. Signs that are important for regular activities (work, make, stop that, help) may be introduced gradually

o Speech Cues

-Young children (and many of our learners with severe handicaps) may respond to intonation or inflection features of speech long before they understand the meanings of the words or phrases that are used.

-It is critical that simple words or phrases are paired with any other type of cue that is used so that the words can begin to take on meaning.

-When object identification or the names of persons who interact with the learner are being taught, it is important that words are selected that sound very different from one another. These aspects of teaching receptive communication will be discussed later.

Activity #3: Forms of Receptive Communication - Turn to the following page for Activity 3

3.3 Content of Receptive Communication

- The content of communication addressed to the learner will be based on the directives, models, feedback, attention devices, questions, opportunities for choices and preferences, and termination of an activity across domains, activities, and tasks.
- The routines of each activity provide natural cues and chains of behaviors that are powerful support cues for the learner.

3.4 Assessment of Receptive Communication

- The forms, functions, and content that the learner understands should be assessed across all domains and activities.
- A task analysis should include the specific instructions such as "turn off" with the specific gestures that are used.
- Copies of the Receptive Communication Profile are in Appendix F.

ACTIVITY #4: Receptive Communication Assessment - Turn to the following page for Activity 4

Forms of Receptive Communication

ACTIVITY #3
TRANSPARENCY #9

Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

% Correct___________

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.

ACTIVITY #4
TRANSPARENCY #10

RECEPTIVE COMMUNICATION ASSESSMENT

				FORMS								FUNCTION							
Domain	Activity	Content		Speech	Signs	Pictures	Gestures	Collect	Touch	Environment		Attention	Inhibits/Stops	Follows Request for Communication	Responds to a Yes/No Question	Responds to a Comment	Information	Social Comment	Question
Daily Living/ Domestic																			
Community																			
Recreation/ Leisure																			
Vocational																			

K. Stremel-Campbell & B. Wilson

Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score correct responses as X and incorrect responses as o. Check √ the functions of your communication .

3.5 Principles of Delivering Receptive Cues

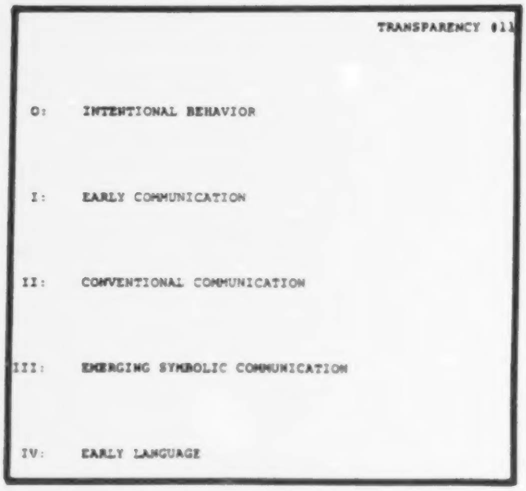
- Never act on a learner without letting the person know what is about to happen (they deserve human dignity).
- Physically assist the learner through a task as little as necessary (do not teach them to be prompt dependent).
- If the learner does not understand what you expect of him/her, you have a...break-down of communication ... it is up to you as a speaker or interactor to "repair" your cue by using a lower mode and form of a cue that the learner does understand.
- Provide a cue in a mode (such as speech only) one (1) time.
- Allow the learner time to respond (3-4 seconds) before you repair your cue by providing a more simple cue (such as a gesture cue).
- Remember - your job is to make yourself understood by the learner in the way that works and to gradually pair higher forms of cues so that the words become meaningful.

4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

4.1 Forms of Expressive Communication

It is critical that the teacher (and Speech/Language Pathologist) understand that a learner with handicaps may communicate through a number of different forms. Initially, for the majority of learners with severe handicaps, these forms may not be language or symbolic forms. They may be very simple and concrete means of getting the listener to respond in some way.

Remember - forms of expressive communication are a way to communicate. Some learners may never learn to talk or to sign, but they can learn to communicate. Again, as in receptive communication, the learner's visual, auditory, motor, and cognitive skills will determine what forms of expressive communication he/she will



TRANSPARENCY #11

0: INTENTIONAL BEHAVIOR

I: EARLY COMMUNICATION

II: CONVENTIONAL COMMUNICATION

III: EMERGING SYMBOLIC COMMUNICATION

IV: EARLY LANGUAGE

be able to use. Therefore, it is difficult to determine an exact sequence of teaching that each learner will follow - that would not be possible. Often, adapted forms or equipment will be necessary.

- A Sequence of Forms

  -Levels of forms - a sequence of communication behaviors or forms are presented across different levels of expressive use. Whereas, these levels are somewhat arbitrary, these are based on an easy - to - difficult sequence as well as functional use data by many learners with severe multiple handicaps. The levels provide a guideline or general measure of where the learner is functioning.

  -Concrete and simple motor - to - abstract and complex motor: The sequence of forms across the levels are arranged from simple and concrete - gradually becoming more abstract and complex. It should be the intent of the teacher to move the learner through the levels or to "up the ante" so that the learner does not remain at one level but learns through a systematic teaching process to communicate about... more things...more effectively...more efficiently to be understood by more people.

- Levels and Features of Communication

  -Different levels and examples of different forms are provided on the following two pages.

ACTIVITY #5: Forms of Expressive Communication - Turn to page W-22 for the levels of communication for Activity 5.

4.2 Functions of Expressive Communication

- The learner will learn to use forms of communication to express different functions or to achieve different goals. Initially, the learner will use one form for only one function.

2.0

Levels/Features	Forms	Examples
Intentional Behavior		
Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent cause-effect skills, in which the learner learns that he/she can act on the environment to cause an effect.	1. General body movements	Leans head forward Moves body for more
	2. Specific body movements	Reaches to grasp Throws an object
	3. Vocalizations	Exhibits an abusive behavior
	4. Adaptations with switches	Press switch for music Leaf switch for fan Mercury for blender

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

Level I. Early Communication		
These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.	*1. Vocalization (auditory signal)	
	2. Eye gaze	
	3. Body movement	Leans back for backrub Kicks legs for rock Moves head for more food
	4. Touch person	Touch hand to get milk Touch arm for attention
	5. Touch object (object or 2 held)	Reaches for or touches cup or toy Touches tape recorder when it stops
	6. Touches 2 objects not held	Touches spoon, not cup
	7. Adaptations	Learners with little voluntary movement may need a switch device

The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.

Levels/Features	Forms	Examples
Level II. Conventional Communication		
The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.	1. Touch person & object (or move person's arm to object)	
	2. Extend real objects	Cup for more milk Tape to turn on Money for coke
	3. Use of 3 simple gestures	Up, Mine, No
	4. Point to near object	
	5. Adapted 2-choice communication device	
	6. Yes/no	Head motion

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

Levels/Features	Forms	Examples
Level III. Emerging Symbol Communication Systems		
At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.	1. Extend/point to miniature objects	
	2. Extend/point to object parts that are part of the whole	
	3. Extend/point to pictures/line drawings	
	4. Use more complex gestures	

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

Levels/Features	Forms	Examples
Level IV. Early Language		
At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols	1. a. Close word approximations b. True signs c. Written words or abstract symbols	
	2. Use of two words for 2 different functions	
	3. Use of two words for objects that are not immediately visible or present	

Forms of Expressive Communication

ACTIVITY #5
TRANSPARENCY #12

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example of it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Objects	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

Later, the learner will be able to use a form for at least two different functions.

- Example "Teacher's name" may be used to get her attention or answer the question "Who's your teacher?" "Ms. Dodd."

o Types of Communication Functions

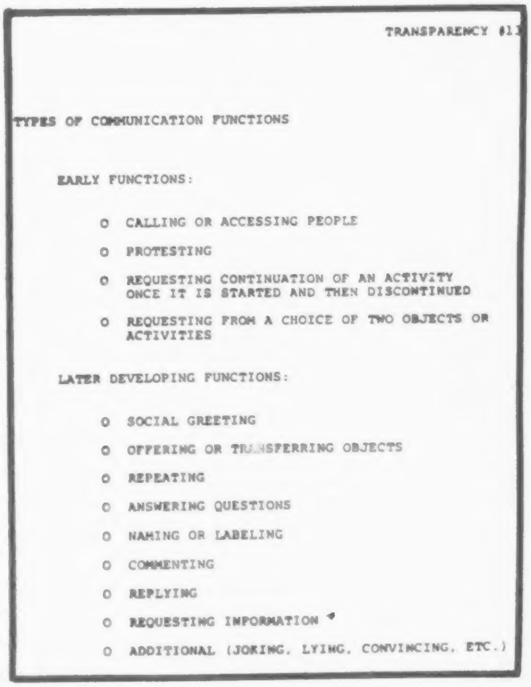
The following are types of communication functions that will be taught initially. The second group of functions will be taught once the learner demonstrates consistent use of the first group.

Early functions:

- Calling or accessing people
- Protesting
- Requesting continuation of an activity once it is started and then discontinued
- Requesting from a choice of two objects or activities

Later developing functions:

- Social greeting
- Offering or transferring objects
- Repeating
- Answering questions
- Naming or labeling
- Commenting
- Replying
- Requesting information
- Additional (joking, lying, convincing, etc.)



TRANSPARENCY #1

TYPES OF COMMUNICATION FUNCTIONS

EARLY FUNCTIONS:

- o CALLING OR ACCESSING PEOPLE
- o PROTESTING
- o REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- o REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

LATER DEVELOPING FUNCTIONS:

- o SOCIAL GREETING
- o OFFERING OR TRANSFERRING OBJECTS
- o REPEATING
- o ANSWERING QUESTIONS
- o NAMING OR LABELING
- o COMMENTING
- o REPLYING
- o REQUESTING INFORMATION
- o ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)

ACTIVITY #6: Forms and Functions of Expressive Communication - Turn to the following page for Activity 6

4.3 Content of Communication

Two aspects of the content of communication must be considered in order for the learner to have "something to communicate about."

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Forms & Functions of Expressive Communication ACTIVITY #6
TRANSPARENCY #14

Activity #6: **This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below. Questions??**

	Forms														Functions				
	Vocalization	Eye gaze	Body movement	Touch person/object	Touch person & object	Extend real object	Use simple gestures	Point	Use miniature objects	Use association object	Use pictures	Speech	Signs	Adaptation	Attention/access people	Protest	Request continuation	Choice	Other
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

- Vocabulary

Object, persons, activities, locations, events are aspects of the environment that are communicated about. They represent the content of vocabulary.

-Select vocabulary that is functional and would be used frequently.

-Select vocabulary initially that can be expressed by forms of communication that do not look alike, sound alike, or can be easily confused.

- Functional Routine Activities

-We all communicate about our daily activities: work, leisure, our homes, our friends, what we are going to do, where we are going. Remember - learners who do not engage in functional sequences of activities may have nothing to communicate about even if they have the forms to communicate.

-Functional activities provide us with content to teach communication in conjunction with teaching other daily skills, work, and leisure skills. These activities should be age-appropriate and lead to productive adult skills.

-Functional activities should have a specific preparation, implementation, and termination in order to be rich in content.

-Functional activities should be analyzed to determine what opportunities there are for both receptive cues and for use of expressive communication.

-Often, only directives are given without giving the learner an opportunity to use his/her communication systems. Each major activity should be analyzed so that at least 3-5 opportunities are provided for expressive use of communication.

4.4 Assessment of Expressive Communication

- The assessment of expressive communication is designed as a tool for individualized programming, not overall evaluation.

- The assessment is designed so that repeated measures of the learners' skill development or teaching can be measured.

- The assessment is designed to assess three features of the learners' expressive communication system.

  - Forms that the learner is currently using and a plan for teaching the next forms.

  - Functions that the learner is using, and

  - Routine activities that serve as the context of assessment.

- -

ACTIVITY #7: Practice Expressive Communication Assessment - Turn to the following page for Activity 7

- -

5.0 DETERMINING COMMUNICATION CONTENT & STRATEGIES

5.1 Developing the IEP and Communication Programming

- Once the Receptive and Expressive Communication Profiles have been completed, objectives for communication should be included on the IEP.

- The forms that the learner understands and uses should be listed under strengths.

- The criterion for completion should include the activities (across domains) in which the forms & functions will be used.

- -

ACTIVITY #8: Demonstration of Expressive Communication Assessment - Turn to the following page for Activity 8

- -

5.2 Specify the Functional Receptive & Expressive Content.

- The Communication Program Planning sheet can be used to assist you in your task analysis of other activities.

- Additional trials may need to be provided in natural simulated activities if less than five opportunities are presented for any targeted form across a day.

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ACTIVITY #7
TRANSPARENCY #15

EXPRESSIVE COMMUNICATION ASSESSMENT

				FORMS																				FUNCTION				
Domain	Activity	Content		Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
Community																												
Recreation/ Leisure																												
Vocational																												

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.

Demonstration of Communication Assessment ACTIVITY #8

You will work with your partner and one trainer in the Lunch activity with the learner. The trainer will administer the first 3-4 trials while you familiarize yourself with the scoring procedure. You and your partner will take turns either presenting the trials or recording the learner's responses. Make sure that you observe the learner carefully to determine if he/she initiates any communicative behaviors. Note also what specific functions that he/she is using.

The trainer will randomly check your scoring to determine if you are giving the learner credit for the appropriate forms and functions.

# of trainer agreements ___
# of trainer disagreements ___

Overall % ____ ____

ACTIVITY #8
TRANSPARENCY #16

EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content		FORMS																			FUNCTION					
				Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
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K. Stremel-Campbell & B. Wilson

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ACTIVITY #9a & #9b: Ecological Communication Planning - turn to the pages following the Assessment for Activity 9a & 9b

6.0 Evaluation

6.1 Posttest

ACTIVITY #10: Posttest - Turn to the page following the Communication Program Planning for Activity 10

6.2 Trainee Workshop Evaluation

ACTIVITY #11: McCallon Satisfaction - The McCallon Satisfaction measure is located after the Posttest.

Communication Planning Across Domains

ACTIVITY 9a & b

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

Going to convenience store (2 yr.-old student deaf-blind)

Form targeted	Receptive	Expressive
Receptive		
1. touch cue	o Gets wallet (4)	
2. object cue	o Attention cue (1) "go"	
3. hand-in-hand singing	o Step down (1)	
4. object sequence	o Stop (1)	
	o Go (1)	
Expressive	o Open (1)	
1. I call person		
2. Touch object/ Choice	o Choice (2) drink	Selects choice (2)
3. Give-transfer	o Choice eat (2)	Selects choice (2)
4. Request more	o Get me coke (1/3)	Offer/trans (3)
5. Protest	o Give me (1)	Gives (3)
	o Open (1/2)	
	o Stop (1)	
	o Step (1)	
	o Put away (4)	
	o Throw away (2/3)	
	o New activity (4)	

Activities Across Domains

ACTIVITY #9a
TRANSPARENCY #17

Domain Activity

Daily Living/Domestic

- Personal Care - brushing teeth
  - washing, showering, bathing
  - applying deodorant
  - applying make-up (if appropriate)
  - washing hair, styling hair
  - dressing - choosing clothing putting on clothing

- Meals Prep. - making breakfast, lunch, dinner
  - planning meal
  - setting table
  - purchasing ingredients for meal
  - table manners
  - social interaction (dinner table)

- Clothing care - washing laundry
  - sorting laundry
  - folding laundry
  - hanging clothes on hangers
  - putting laundry away when clean

- House care - making bed
  - cleaning kitchen - sink
    - dishes
    - floor
    - stove
    - refrigerator
  - vacuuming
  - dusting
  - washing windows/mirrors
  - cleaning bathtub
  - cleaning table
  - cleaning sink (bathroom)

Vocational

- Janitorial - cleaning/emphasizing ashtrays
  - emphasizing garbage
  - cleaning bathroom
  - vacuuming
  - cleaning break room
  - washing windows

- Secretarial - filing
  - sorting mail
  - putting away supplies
  - making copies with copy machine
  - stapling papers
  - folding/addressing correspondences

Assembly - bagging by size, shape, color,
number
sorting
quality control
locating parts
asking for help

Recreation/leisure

Playing game requiring at least 2 people (table game)
working a jig-saw puzzle
latch - hooking rug, pillow
needle work - cross stitch,
needle point
sports such as volley ball,
soft ball
movies - choosing movie, purchasing
tickets,
getting snack, locating seat
bowling - money, shoes, lanes,
keeping score etc.

Community

Post office - buying stamps
mailing letters
mailing packages

bank - making deposits
withdrawing money
getting change
cashing check

restaurant - choosing restaurant
choosing from menu
ordering meal
eating meal
paying for meal

shopping - clothing
locate store based on needs
find items needed
locate size
determine price
try on items (if necessary)
locate cashier
pay for items

(Margaret Denney, 1988)

COMMUNICATION PROGRAM PLANNING

TRANSPARENCY #18
ACTIVITY 9b

Learner's Name ______________________ Date ______________________

Phase

Receptive Communication Forms Understood:

1.

2.

3.

Forms to be Taught: (expanded)

1.

2.

Expressive Communication Forms Used:

1.

2.

3.

4.

5.

Forms to be Taught:

1.

2.

Domains	Domestic		Vocational		Recreation/Leisure		Community	
Activity (specify)	____________		____________		____________		____________	
	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation								
Activity Participation								
Termination Transition								

ACTIVITY #10

Pre-posttest

Name____ PRE______ POST______

1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.

   a. Content

   b. Form

   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:

   a. Early prelanguage communication (nonsymbolic):

      1.

      2.

   b. Conventional prelanguage communication (nonsymbolic):

      1.

      2.

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).

   a.____

   b.____

   c.____

   d.____

5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. _____

Child extends his cup for more milk. _____

Child activates an Active Stimulation Switch to get more music. _____

A. Level I
Reflexive behaviors

B. Level V
Emerging concrete language

C. Level II
Intentional behavior

D. Level III
Early communication

E. Level IV
Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a.________________________________

b.________________________________

c.________________________________

WORKSHOP EVALUATION SCALE

Workshop Names ______________________ Dates ______________

Presentor: ______________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenters was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The schedule of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	Information in the handouts were:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1

8. Do you feel a need for additional information about this topic? 1. Yes 2. No

The stronger features of the workshop were: ______________________

____

____

The weaker features were: ______________________

____

____

General Comments: ______________________

____

____

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APPENDIX A
MATERIALS LIST

Materials List

- Notecards for Activities that describe each individual activity (optional)
    - Activity #2
    - Activity #3
    - Activity #4
    - Activity #5
    - Activity #6
    - Activity #10
    - Transparency #5
    - Transparency #8
- Microswitches
    - Leaf
    - Plate
    - Vibration
    - Voice
- Adapted objects
    - Fan
    - Taperecorder
    - Light
- Miniature objects
- Real objects (these can be substituted)
    - Spoon
    - Washcloth
    - Toothbrush
    - Cereal Box
    - Green Nogahide
    - Whistle
    - I.D. Card
    - Wastebasket
    - Cup
    - Napkin
- Pictures
    - Extension cord
    - Batteries

APPENDIX B
COMPETENCY SHEET

Competency Scores for Communication Training

Activity	Trainee					
	1	2	3	4	5	6
#1 Pretest						
#2 Functions of Communication						
#3 Forms of Receptive Cues						
#4 Receptive Assessment						
#5 Forms of Expressive Communication						
#6 Forms and Functions						
#7 Expressive Assessment of Student						
#8 Program Planning						

Percentage Completion

APPENDIX C
POSTTEST ANSWERS

Posttest ACTIVITY #10

Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:

   a. Content - Something to communicate about
   b. Form - A "way" or "means" to communicate
   c. Function - A "reason" or the purpose of communication

2. List four forms of non-symbolic communication other than eyegaze and vocalizations.

   a. Touching a person or an object
   b. Pointing
   c. Using a "calling device": giving objects, using miniature objects
   d. Using gestures: body movements

3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.

   a. Protesting
   b. Calling for attention Greeting
   c. Requesting more/requesting Offering
   d. Requesting choices

4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.

   a. Touch cues
   b. Object cues
   c. Gestures

5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

   Learner touches Mom to get more food. D

   Learner points to a miniature object to order at McDonalds. B

   Learner extends his cup to a peer for more milk. E

   Learner activates a switch to get more music by himself. C

   Learner signs "help" to get teacher to open a container. A

   Learner gestures "no" for protest. E

   A. Symbolic Language

   B. Emerging Language

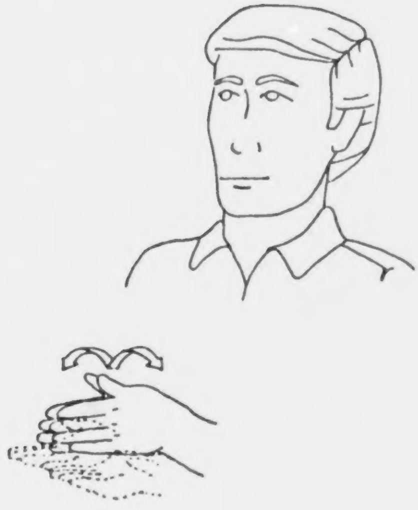
   C. Intentional Behavior

   D. Early Communication

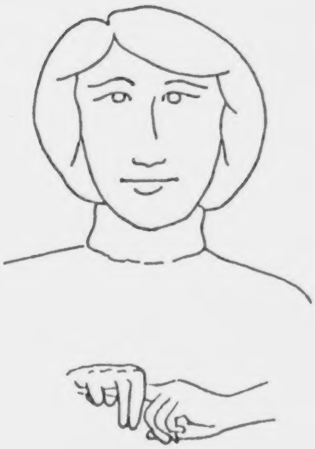
   E. Conventional Communication

APPENDIX D
MANUAL SIGNS

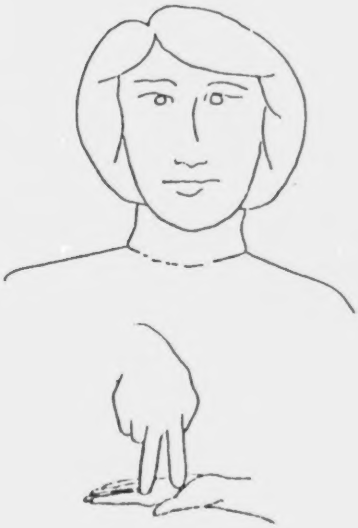
The sign resources were taken from Signs of the Time (J. Clark-Guida, 1984), Teaching Research Publications. They were produced under #300-81-0411 from the Office of Special Education to Teaching Reasearch, (K. Stremel-Campbell, Project Director). 1



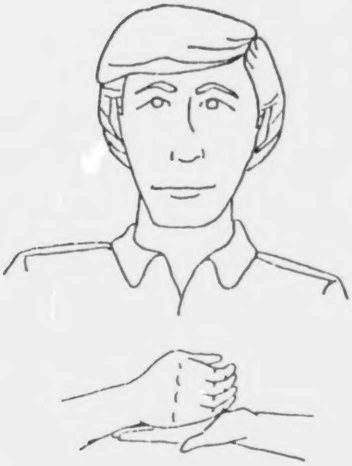
BOOK
Flat hands, palms together open. (Hands represent covers of book)



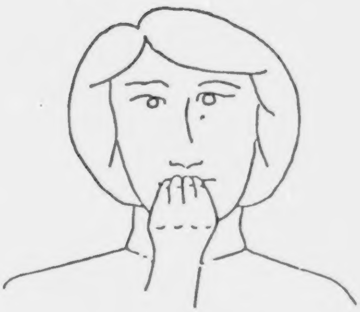
SIT
"V" hand, fingers bent sit on "U" hand. (Fingers represent legs)



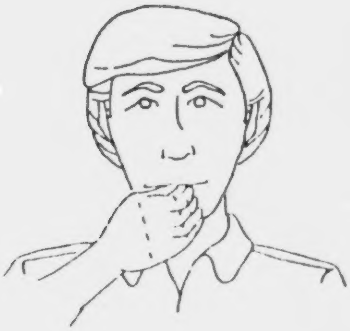
STAND
"V" hand stands on flat palm. (Fingers represent legs)



CUP
"C" hand placed on flat palm of left hand. (Represents cup placed on a table)



EAT
Flat "O" fingertips touch lips. (Miming to eat)



DRINK
"C" hand tips toward mouth. (Miming to drink)

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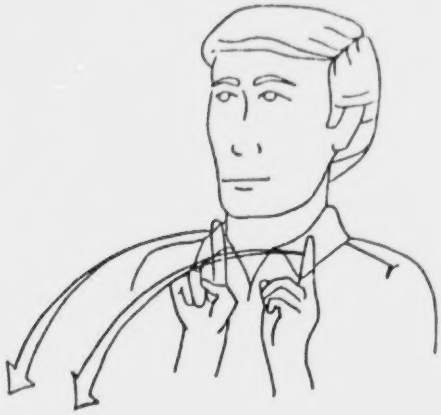
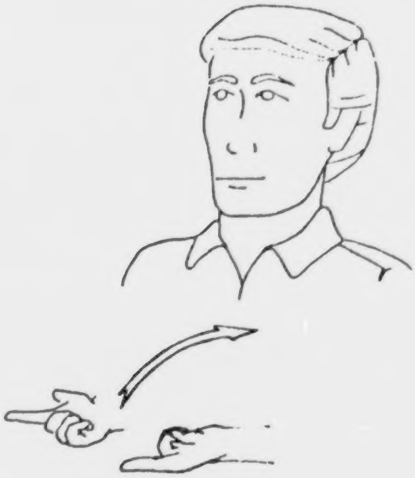
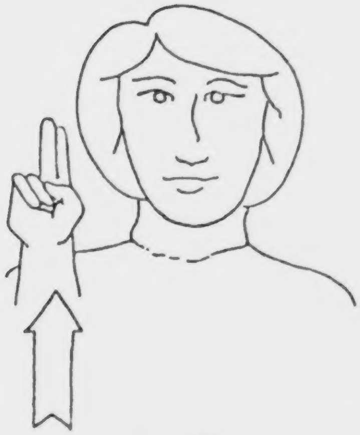


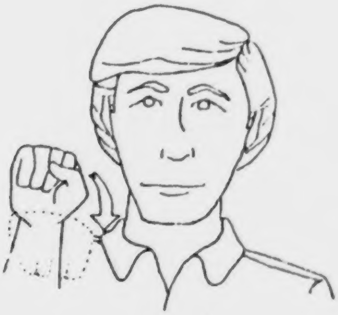
GO
Point away from self with index fingers. (Common gesture)



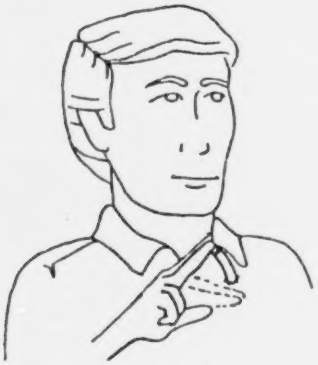
COME
Motion toward self with hands. (Common gesture)



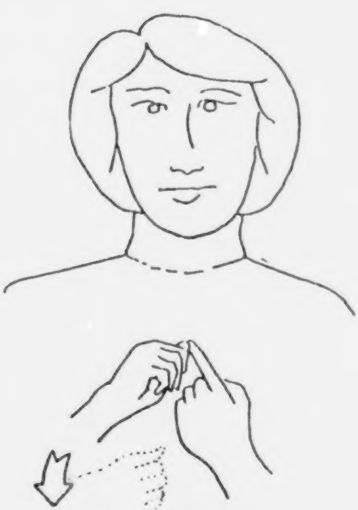
UP
Points up with "U" hand. (Emphasizing first letter of the word. Using index finger to point upwards is also a very common gesture)



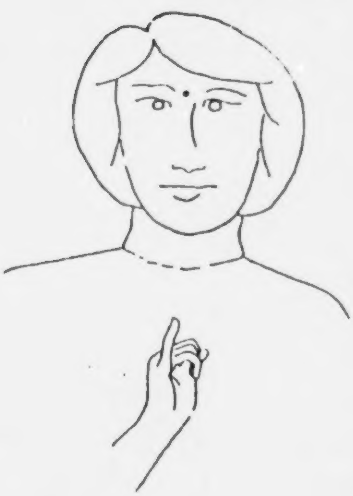
YES
"S" hand nods up and down. (Hand represents head nodding)



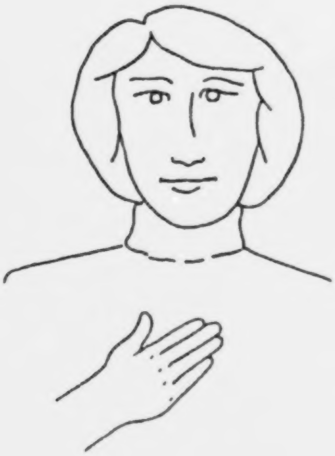
NO
Two fingers close and open on thumb. (Shortened form of fingerspelling no)



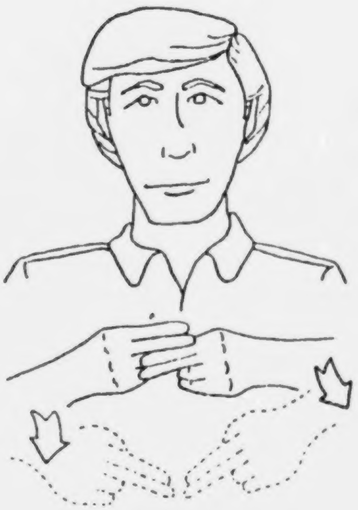
BANANA
"Peel" index finger with right thumb tip. (Represents peeling a banana)



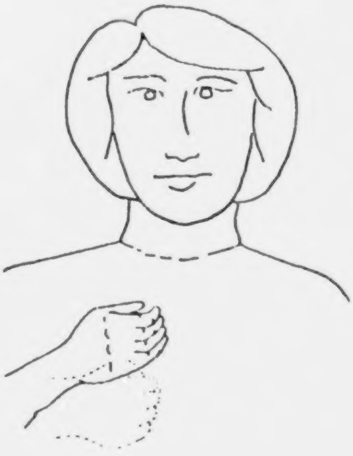
I
"I" hand placed on chest. (Emphasis on letter I as in pointing to self)



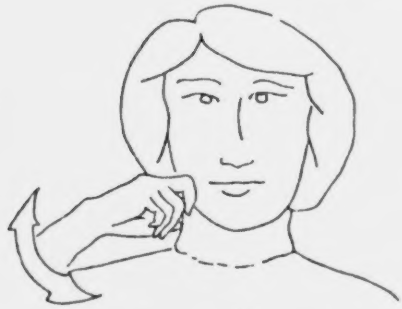
MY
Flat hand on chest. (Common gesture)



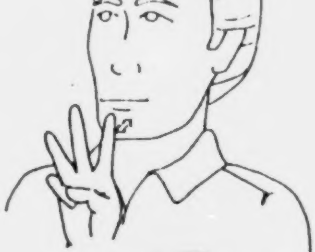
EGG
Right "U" hand strikes left "U" hand and separates. (Representing cracking an egg)



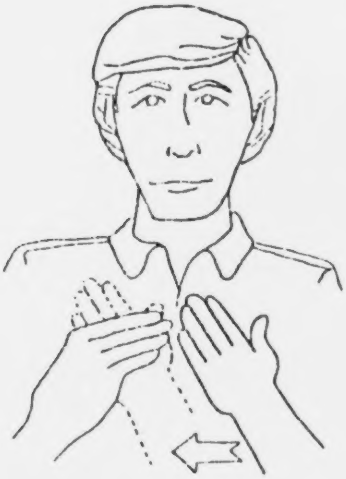
MILK
Loosely formed fists squeeze tight. (Representing action of milking a cow)



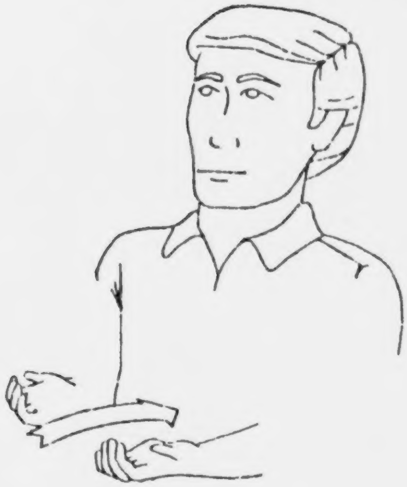
APPLE
"A" hand with index knuckle out a bit twists on cheek. (Representing coring an apple)



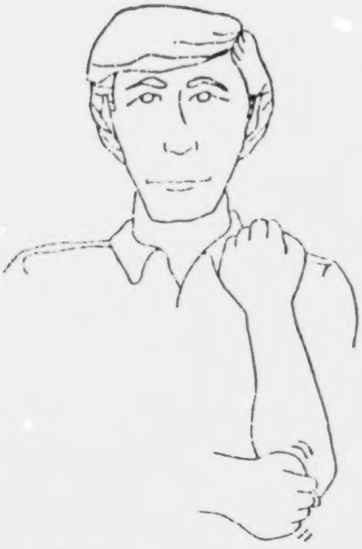
WATER
"W" hand at lips. Index finger of "W" taps lips several times. ("W" signed at mouth representing drinking; initial specifically indicates water)



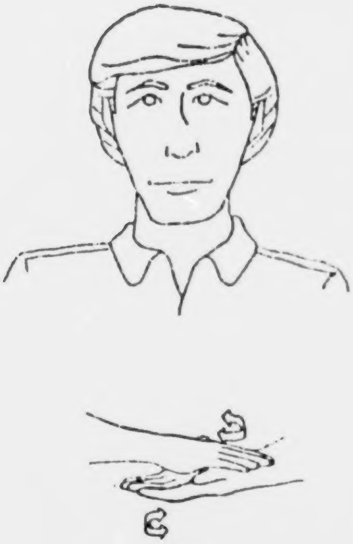
SANDWICH
Insert flat hand into "C" hand.
(Representing putting filling
between pieces of bread)



WANT
Claw hands move in towards
self. (Representing bringing
to self what is wanted)



CRACKER
"A" hand taps on elbow.
(Derived from an old custom
from Europe of tapping
crackers with elbow so crumbs
fall into soup.



CHEESE
Flat hands twist at palms.
(Representing old fashion
cheese press)

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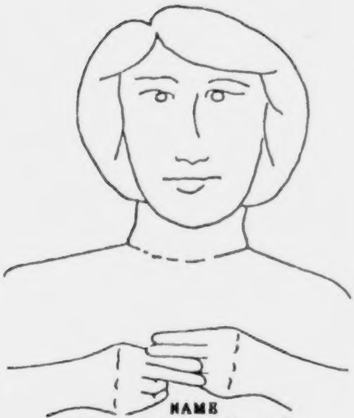
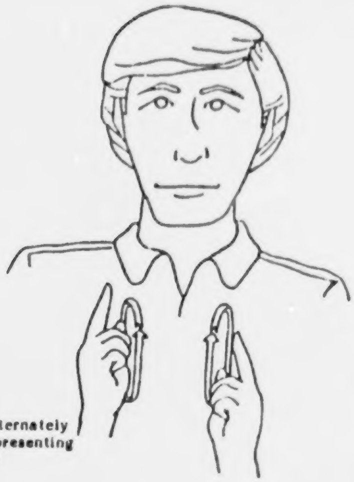
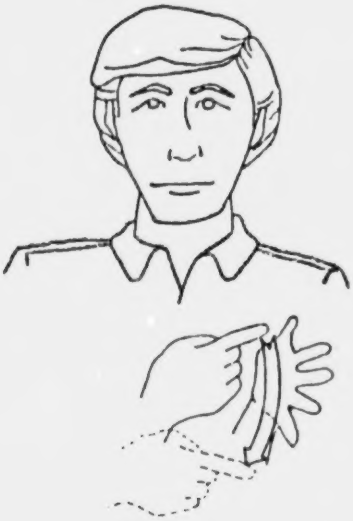


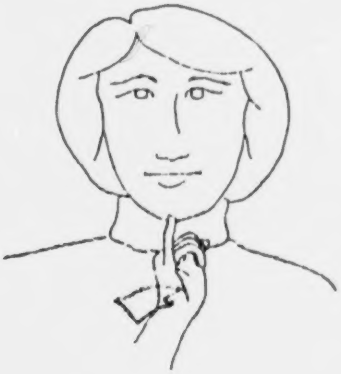
NAME
Right "U" hand strikes left stationary "U" hand. (Representing labeling objects or people)



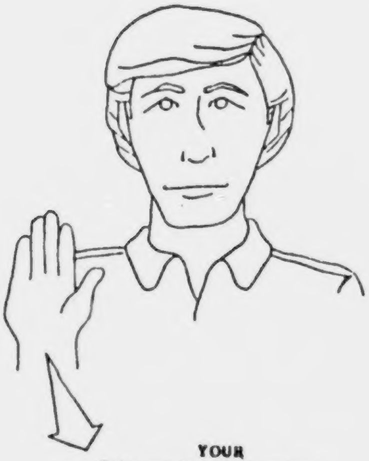
SIGN
"1" hands circle alternately towards self. (Representing the act of signing)



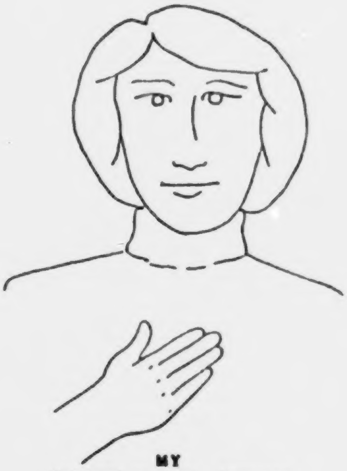
WHAT
Right index finger draws across palm of left hand.



IS
"I" hand, on chin, moves straight out.



YOUR
Palm out flat hand moves forward. (Representing possession as in the sign my)



MY
Flat hand on chest. (Common gesture)

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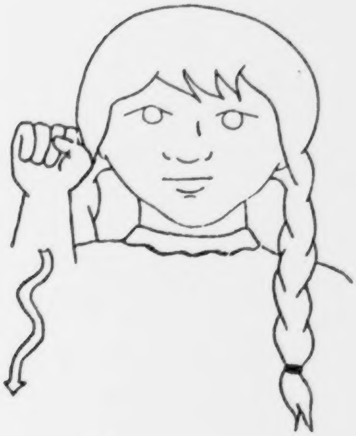
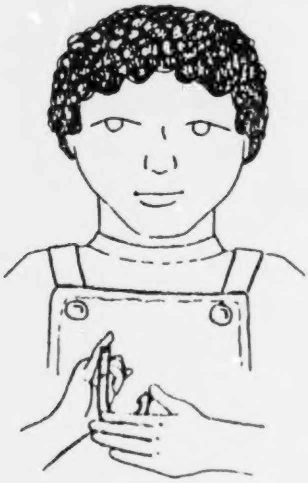
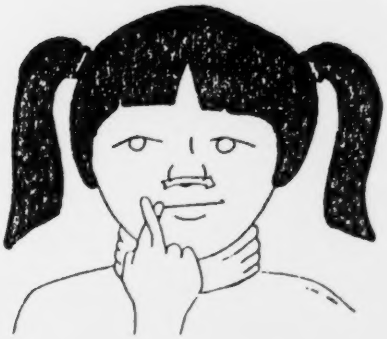


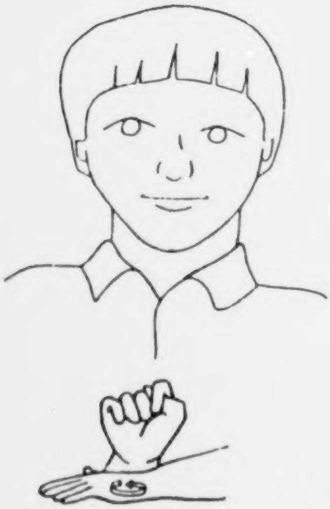
SARAH
"S" hand moves down side of face. (Representing the braids Sarah likes to wear using the 1st letter in her name)



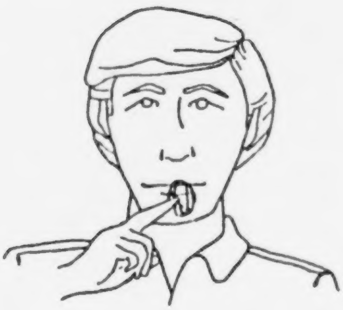
JOHN
"J" made in combination with sign for reading. (Representing 1st letter of name and an activity John likes to do)



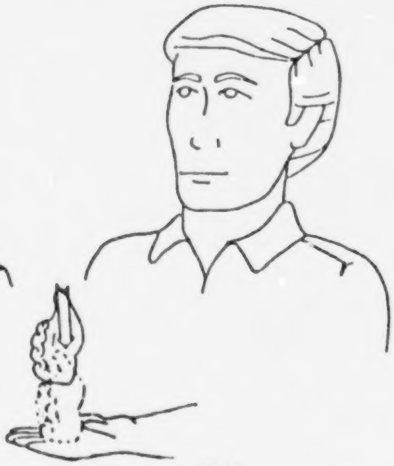
ROSANNE
"R" hand crosses over nose as in the sign for flower. (Representing the rose in the name Rosanne using the 1st letter in her name)



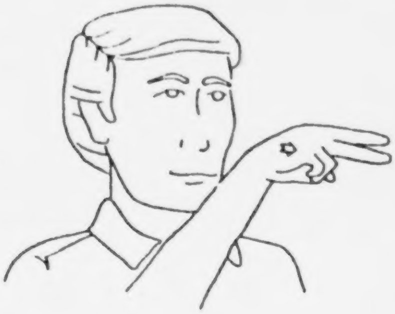
TONY
"T" hand circles over back of flat hand as in the sign for chocolate. (Representing 1st letter of name and something Tony is very fond of)



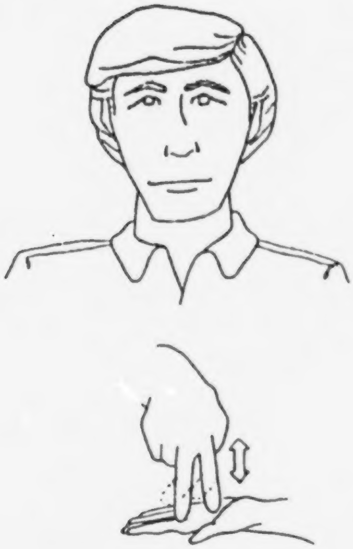
SAY
"1" hand, index finger circles from mouth. (Representing words coming from mouth)



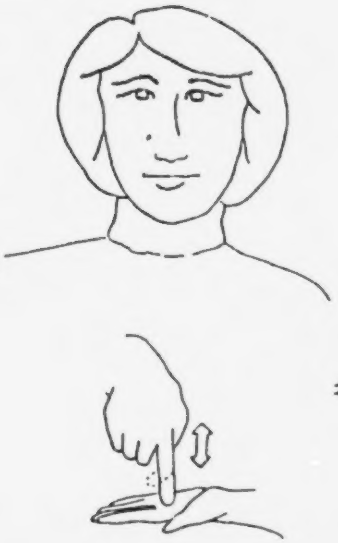
STOP
Open hand lands on palm of open left hand. (Representing a railroad crossing gate)



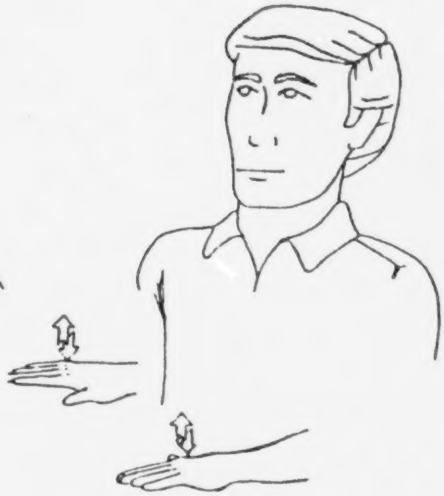
LOOK
"V" hand near face fingers point forward.



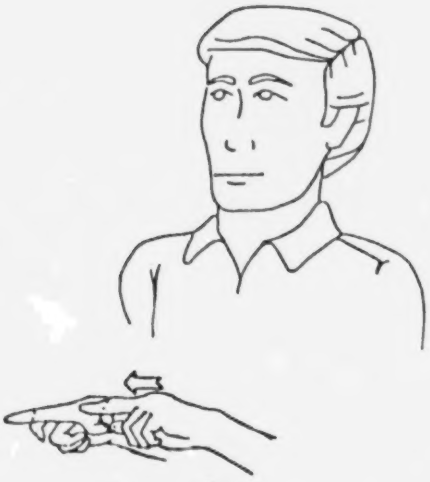
JUMP
"V" hand jumps from open left hand. (Representing a person jumping)



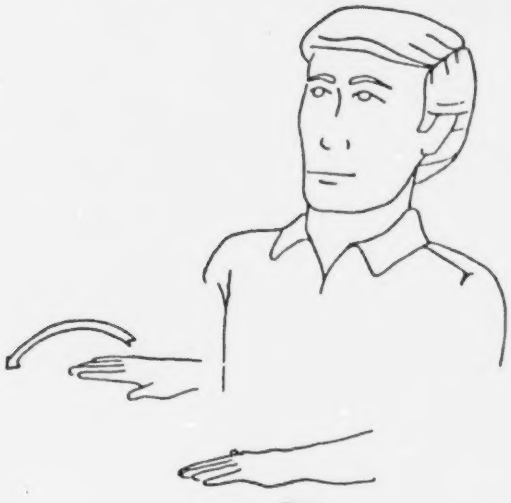
HOP
"1" hand hops from open left hand. (Representing a person hopping)



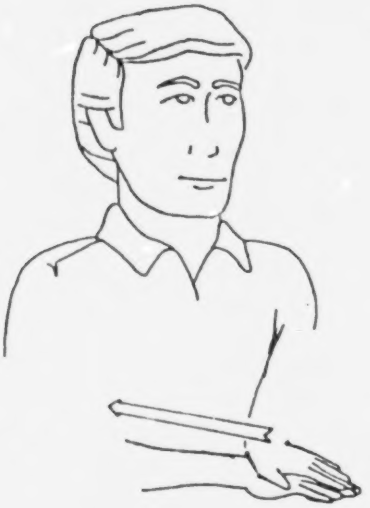
WALK
Open hands move alternately. (Representing feet walking)



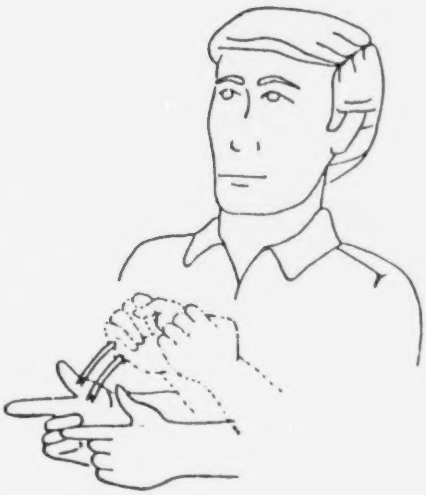
RUN
"L" hands, thumbs touching, wiggle index fingers and move hands forward. (Representing a running motion)



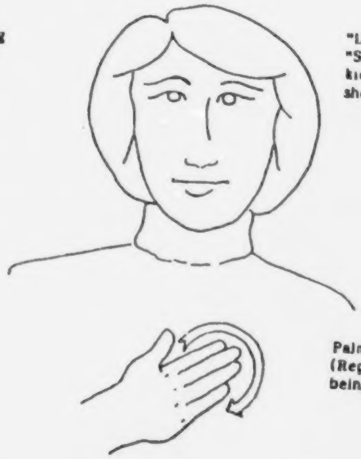
STEP
Open hands, right hand moves ahead. (Representing a foot stepping forward)



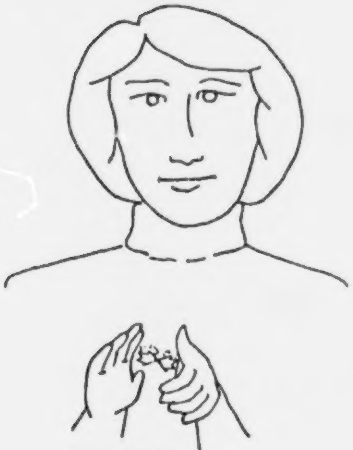
SLOW
Open hand slowly draws up back of left hand. (Meaning comes from the slow drawn-out movement)



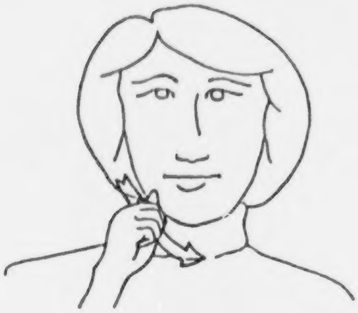
FAST
"L" hands quickly pull back to "S" hands. (Representing the kick of a gun when bullets are shot)



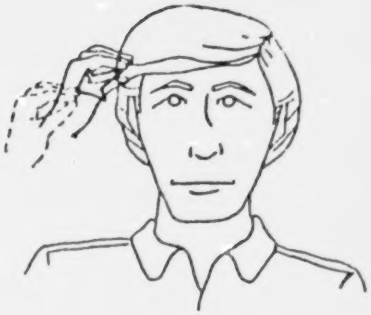
PLEASE
Palm circles on upper chest. (Representing a feeling of being pleased with oneself)



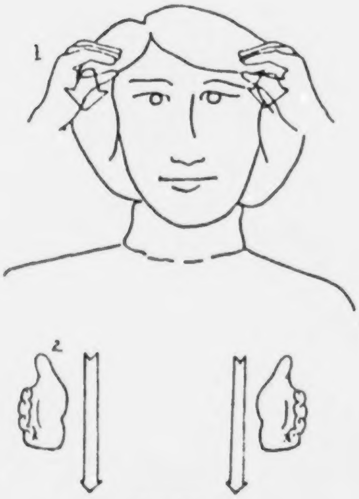
SCHOOL
Clap hands. (Representing teacher clapping for attention)



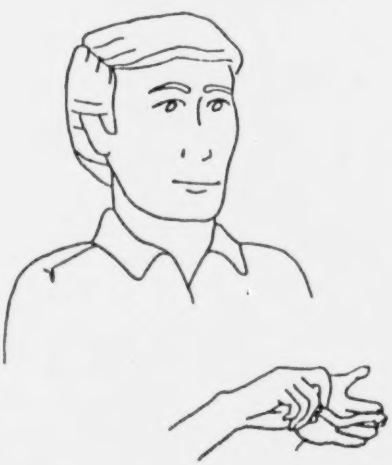
GIRL
"A" hand, thumb touching cheek, moves down jaw and repeats. (Representing a bonnet string) All signs representing females are performed near or at jaw, i.e., aunt, she, woman, her.



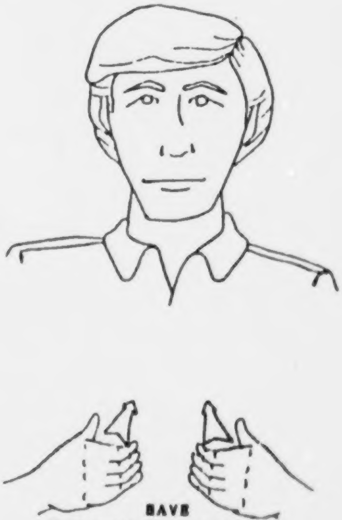
BOY
Flat "O" hand move from forehead and repeat. (Indicating brim of cap) All signs representing males are performed near or at the forehead, i.e., father, man, he, him.



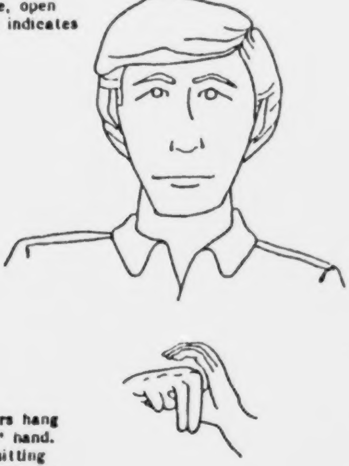
TEACHER
Flat "O" hands move out from temple, change to open hands and move down. (Movement from temple indicates the giving of knowledge, open hands moving down indicates person)



WRITE
Mime writing on left palm.



SAVE
Bent hands move toward and touch chest. (Representing holding object)



CHAIR
Index and middle fingers hang over thumb of left "C" hand. (Representing legs in sitting position on the initial "C" for chair)

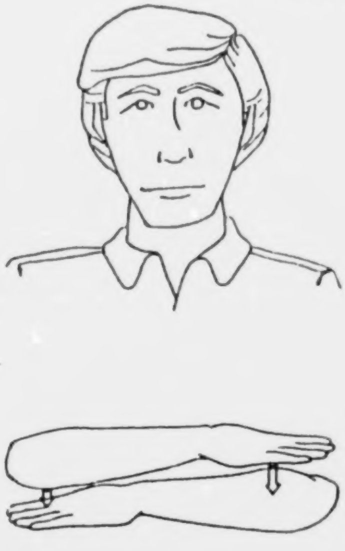
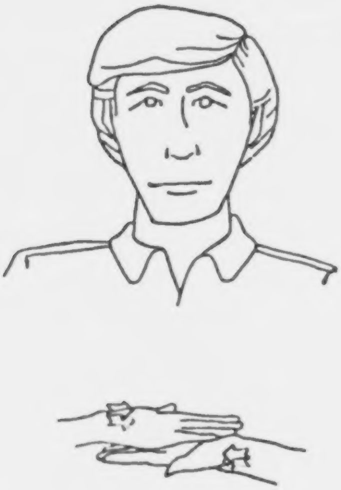
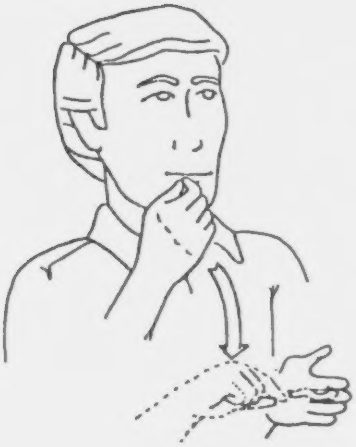


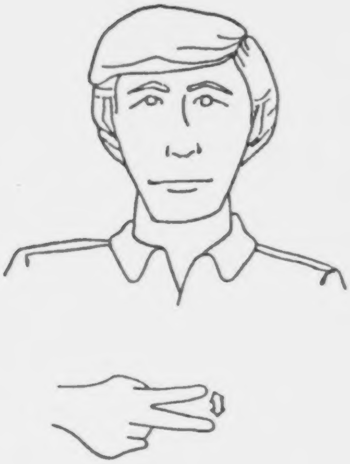
TABLE
Right arm lies on left, hands open. (Representing arms resting on a table)



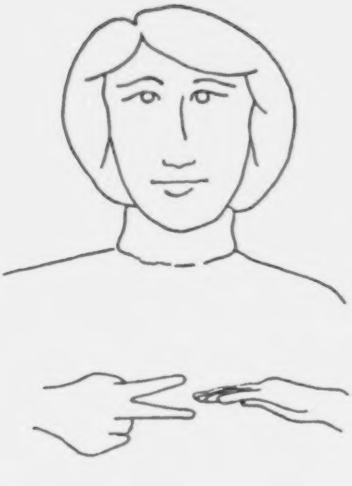
PAPER
Brush palms of open hands. (Representing paper moving through a machine)



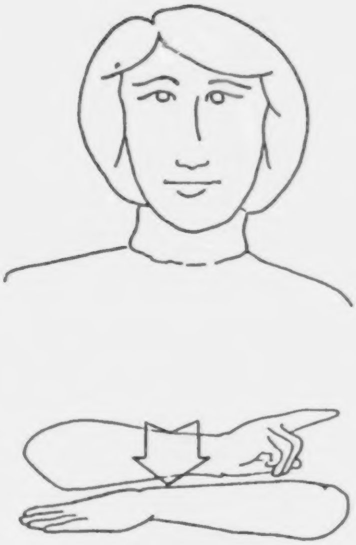
PENCIL
Hand moves from mouth to open left hand and mimes writing.



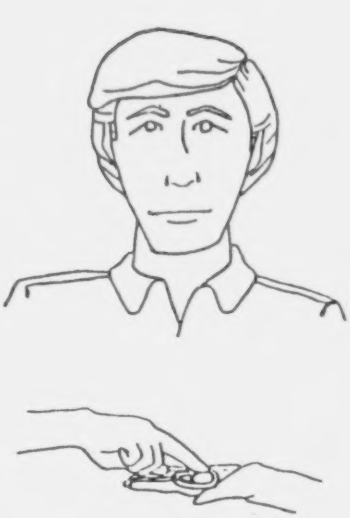
SCISSORS
"V" hand mimes cutting action.



CUT
"V" hand mimes cutting action near open left hand. (Representing scissors and paper) In American Sign Language this would be used only for cutting with scissors.



DESK
"D" hand and arm bounce down on left arm. (Derived from the sign for table)



CRAYON
Index finger draws circle on left palm. (Representing the motion of coloring with a crayon)

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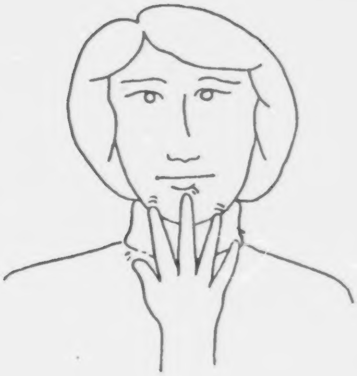
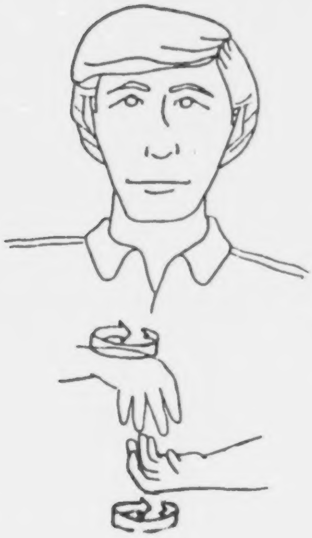
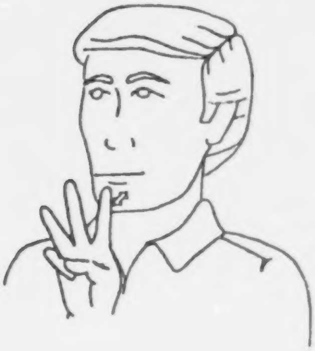


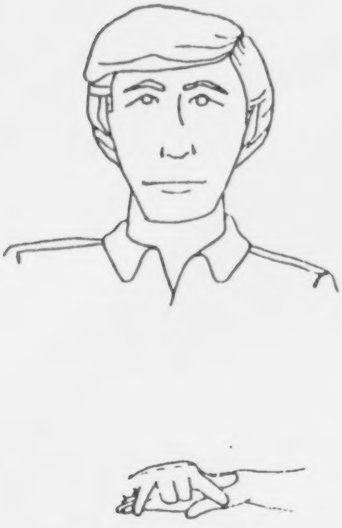
COLOR
Fingers flutter in front of chin. (Representing the colors of the rainbow)



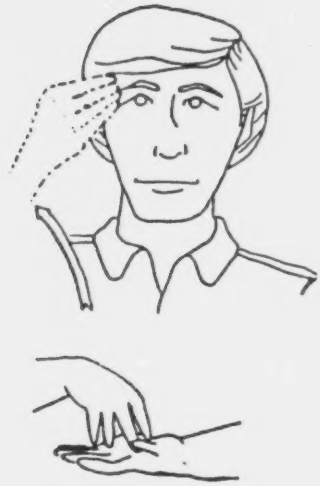
MIX
"Claw" hands circle alternately. (Motion represents mixing)



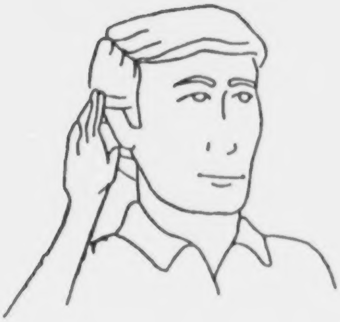
WATER
"W" hand at lips. Index finger of "W" taps lips several times. ("W" signed at mouth representing drinking; initial specifically indicates water)



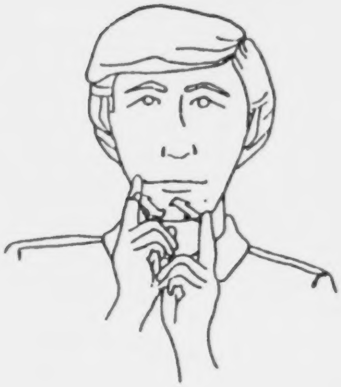
THAT
"I-L" hand rests on palm of left hand.



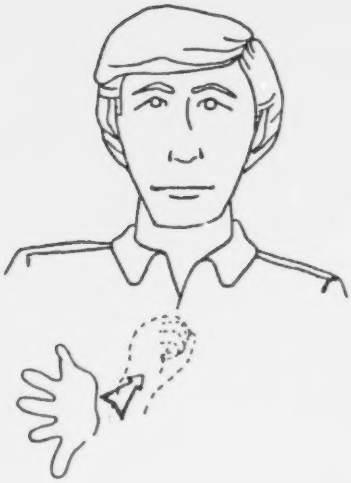
LEARN
Right hand moves from open palm to forehead ending with flat "O" hand. (Representing taking knowledge from a book and adding it to your mind)



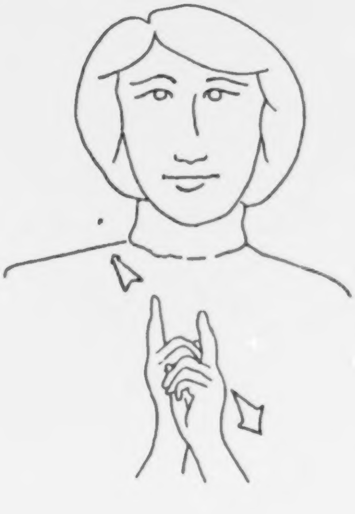
LISTEN
Open hand at ear. (Representing someone intensely listening)



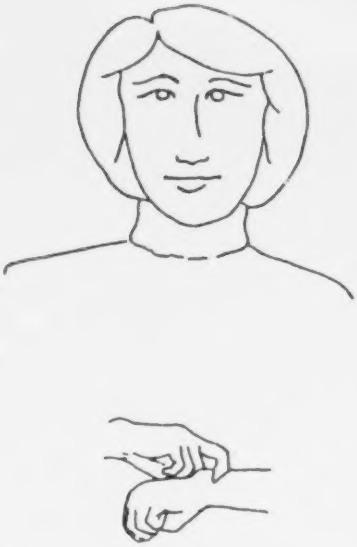
TALK
Index fingers move alternately from mouth. (Representing words being exchanged)



TAKE
Extended "5" hand pulls back to closed fist. (Representing grasping an object and bringing it to yourself)



LINE
"1" hands draw apart illustrating a line perpendicular to your body. (Motion represents a straight line.)



TIME
Index finger touches wrist. (Indicating watch)

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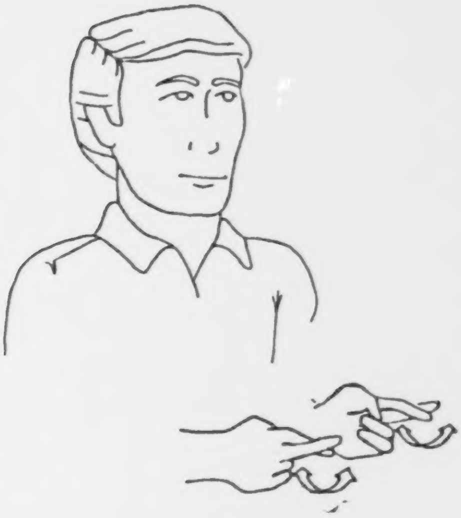
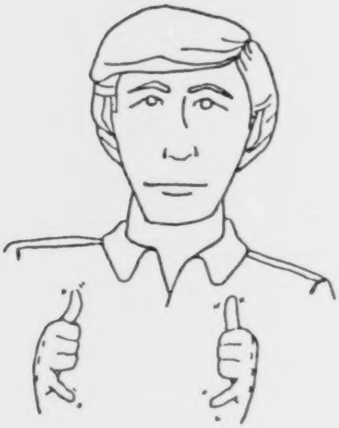
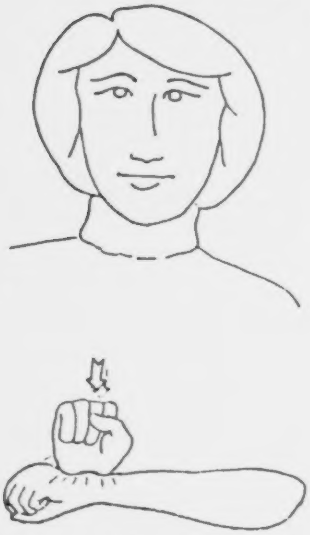
LESSON 7 SIGN SHEET



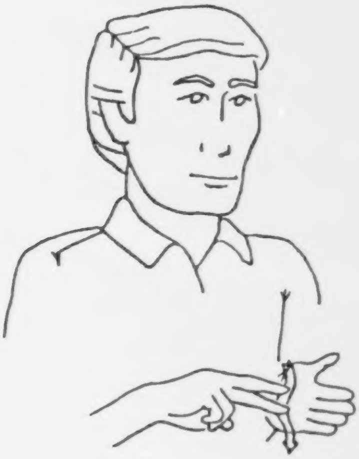
RECESS
"R" hands swing back and forth. (Derived from the sign for play)



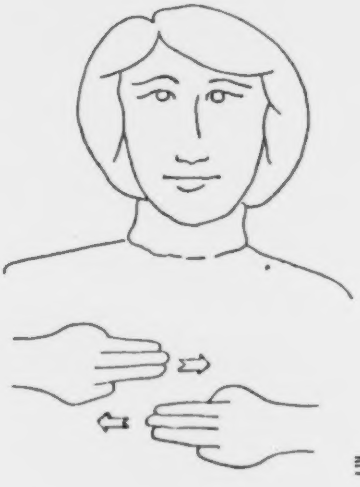
PLAY
"Y" hands twist back and forth. (Motion represents activity)



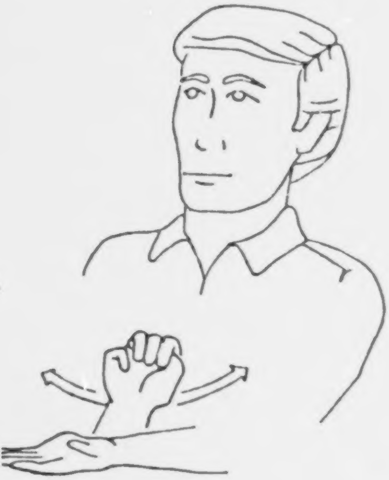
WORK
"S" hands, strike wrist together. (Representing slaves in shackles)



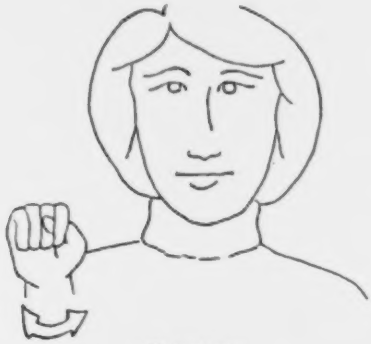
READ
"V" hand scans open left palm. (Representing eyes reading a page)



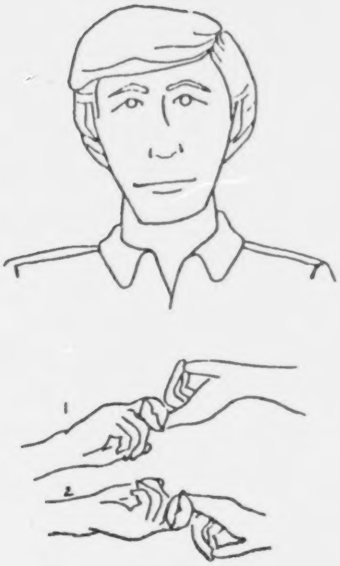
MATH
"M" hands brush over each other and repeat.



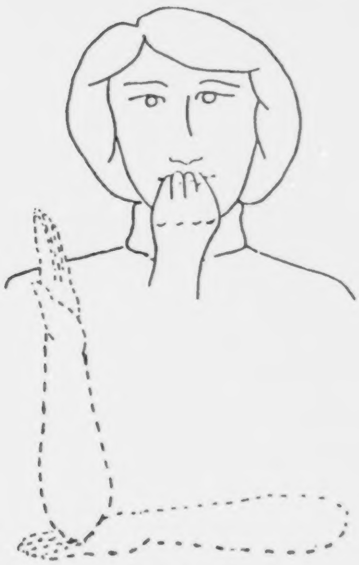
MUSIC
"M" hand sweeps above extended left arm. (Motion represents strumming an instrument)



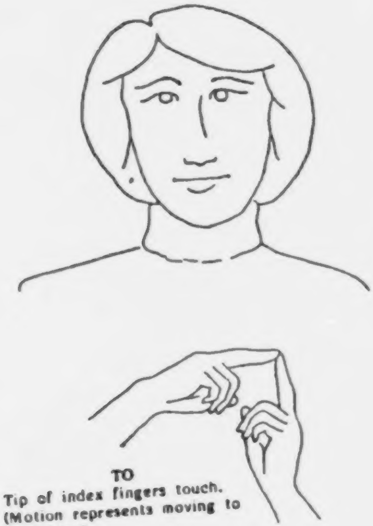
BATHROOM
"T" hand shakes back and forth. (Initial T represents toilet)



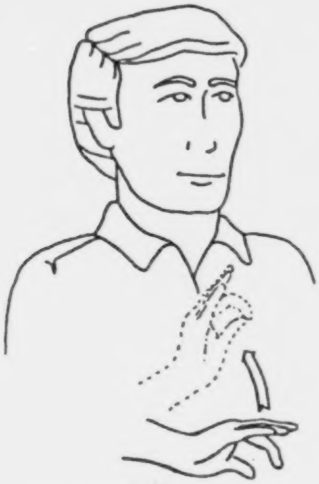
FRIEND
Index fingers interlock, change positions then interlock again. (Representing close relationship)



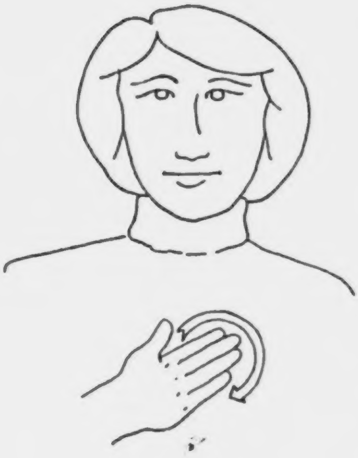
LUNCH
Combination of the signs for "eat" and "noon". (The "noon" sign represents the sun directly overhead in the sky)



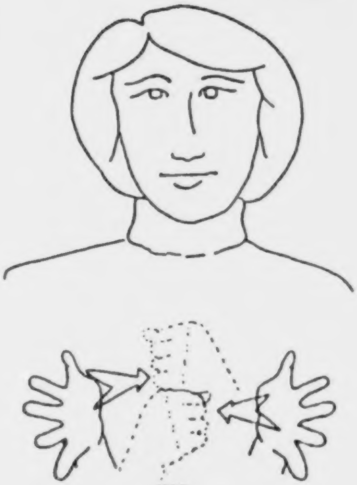
TO
Tip of index fingers touch. (Motion represents moving to something)



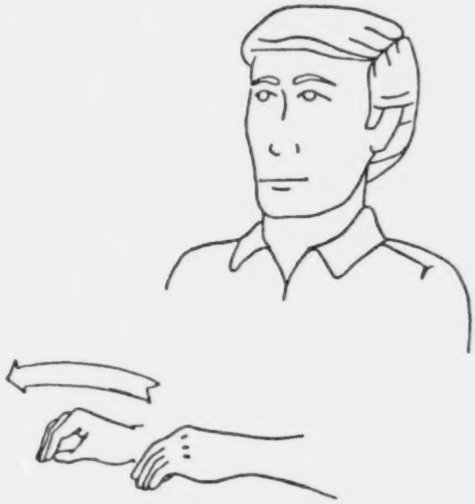
PICK
Miming picking a small object up.



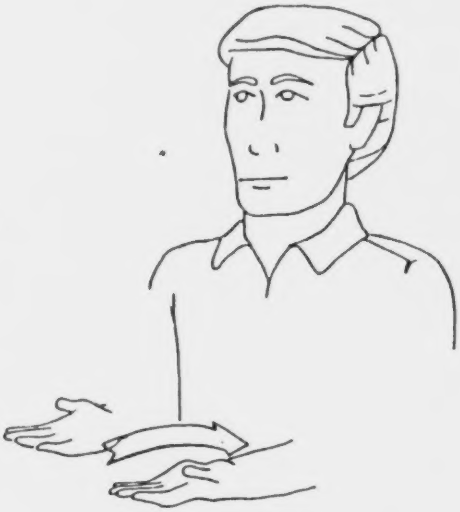
PLEASE
Palm circles on upper chest. (Representing a feeling of being pleased with oneself)



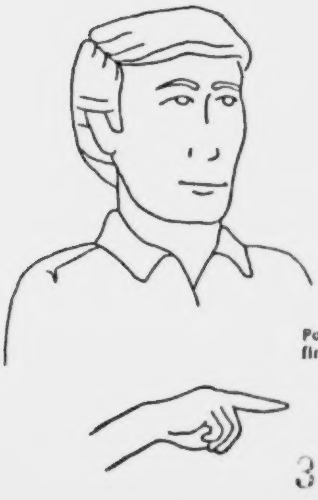
GET
"5" hands reach out and "grab" forming fists. (Representing reaching out and getting an object)



PUT
Flat "O" hand mimes putting an object down.



BRING
Flat hands moving in toward body. (Representing action of bringing something towards self)



POINT
Point outward with index finger.

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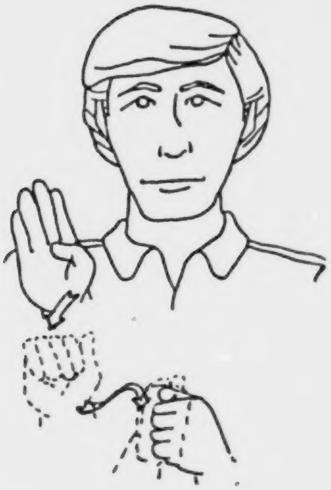
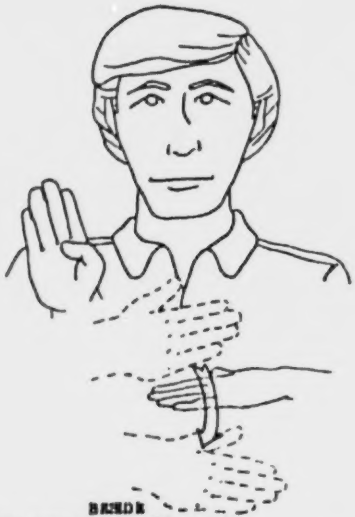
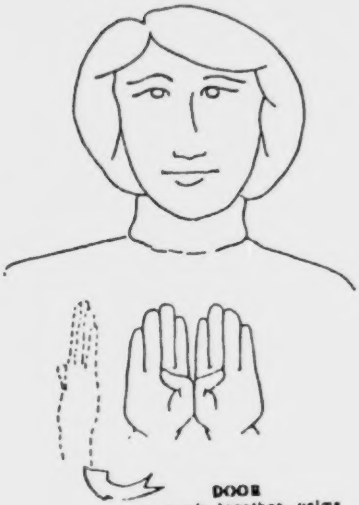


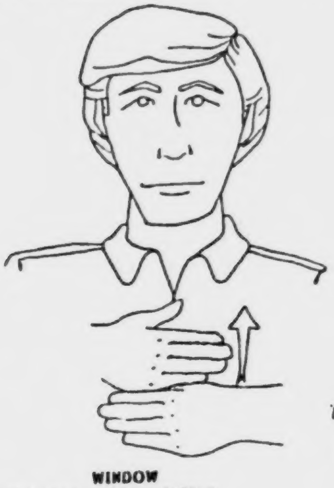
BEHIND
"B" hand changes to "A" hand and moves behind fist of other hand.



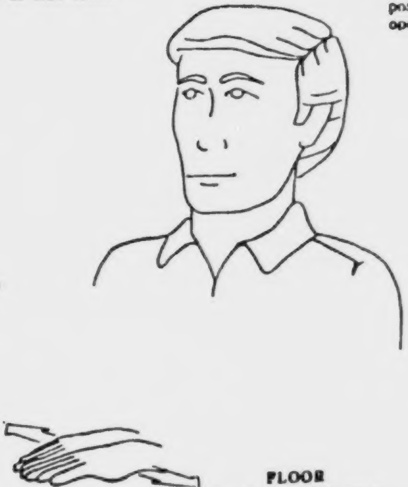
BESIDE
"B" hand moves beside and in front of edge of flat hand.



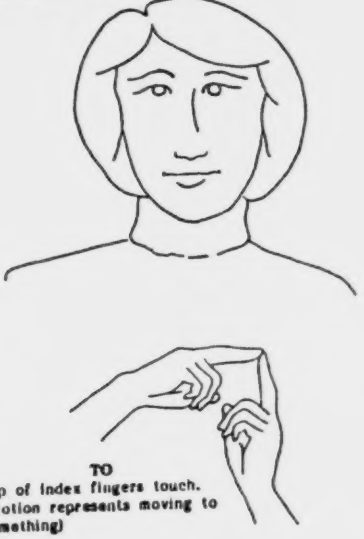
DOOR
Open hands together, palms out, one hand swings back and forth and then to original position. (Representing door opening and closing)



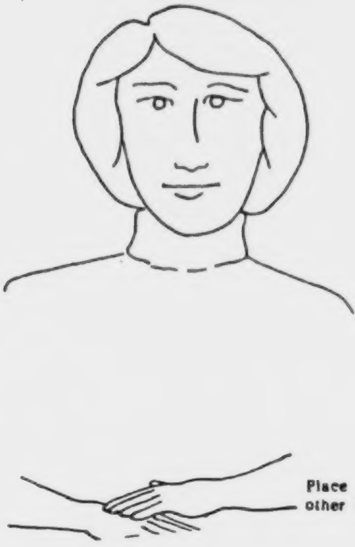
WINDOW
Flat hand rests on bottom flat hand, raises up and down. (Representing window opening and closing)



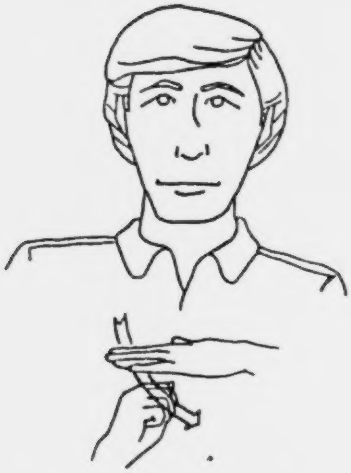
FLOOR
Flat hands touching move straight apart. (Representing the smooth flat surface of a floor)



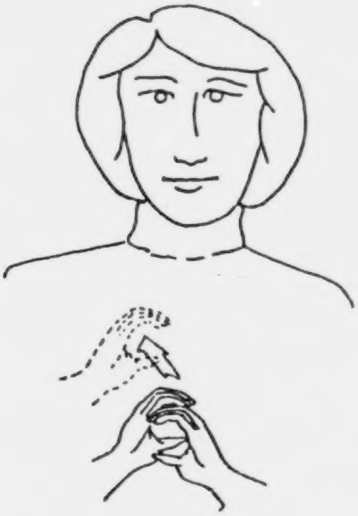
TO
Tip of index fingers touch. (Motion represents moving to something)



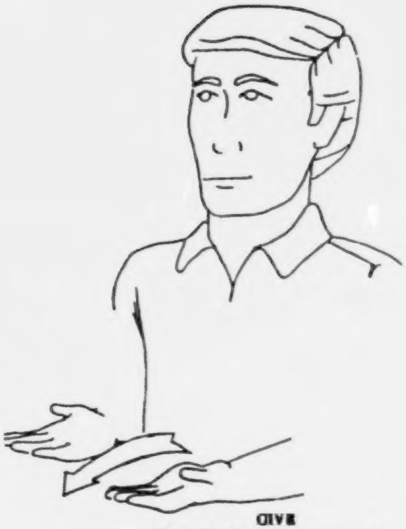
ON
Place open hand on back of other hand. (Re



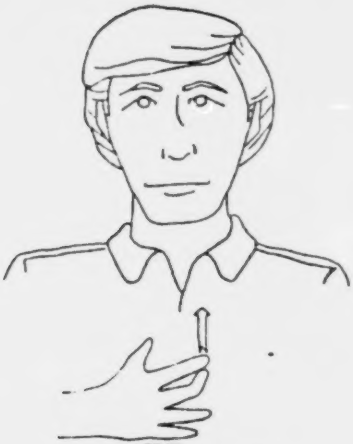
UNDER
Fist moves under flat hand.
(Depicting a location: under)



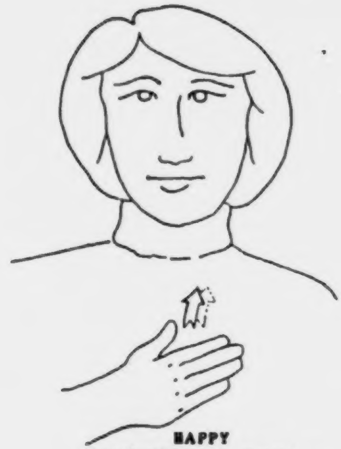
CAR
"C" hands one on top of the other draw apart tracing an imaginery steering column. (Another common sign for car is to mime holding onto a steering wheel.)



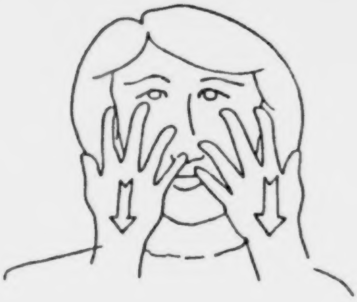
GIVE
Open hands moving outward.
(Miming offering or giving object to someone)



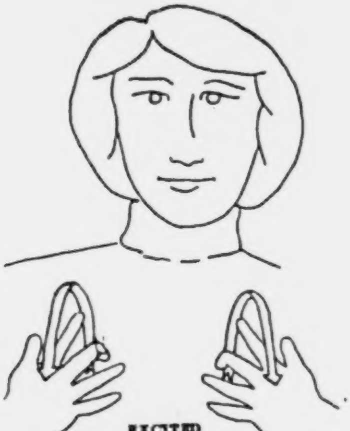
FEEL
Bent middle finger of "5" hand brushes upward on chest. (Representing feelings from the heart)



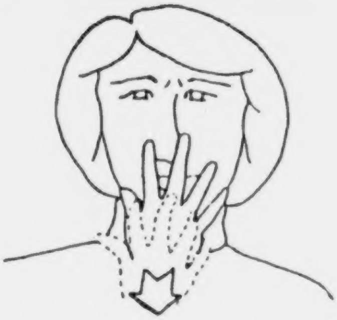
HAPPY
Open hand brushes upward on chest several times. Can also be signed using both hands. (Representing feeling from the heart)



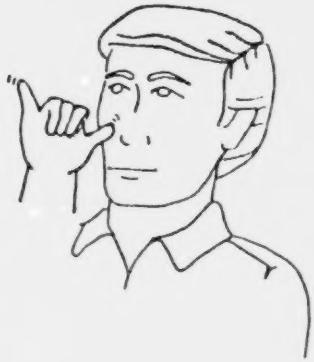
SAD
Open hands move down in front of face. (Representing a "long face")



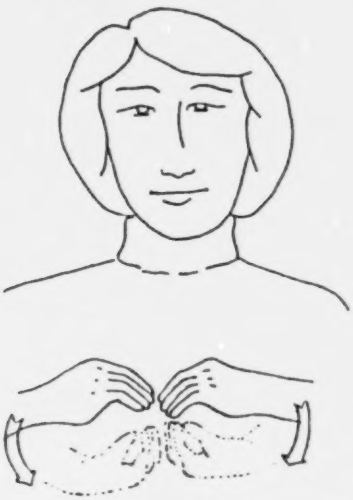
EXCITED
Bent middle fingers of "5" hands brush alternately upwards on chest. (Representing happy feelings from the heart)



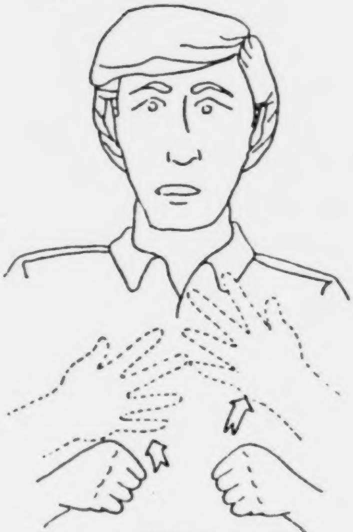
MAD
Claw hand jerks down in front of face. (Abrupt action and facial expression depicts anger)



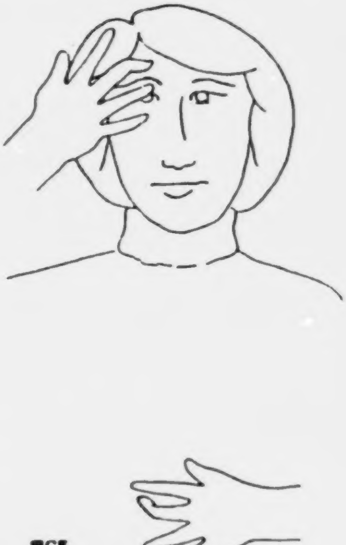
SILLY
"Y" hand shakes in front of nose.



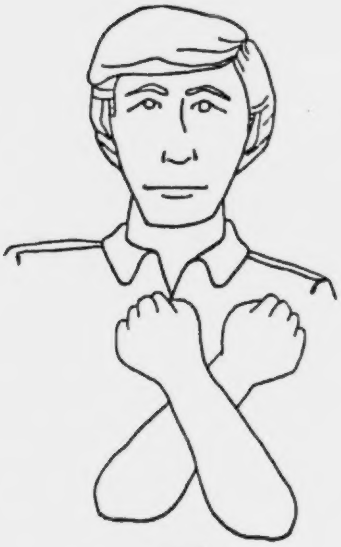
TIRED
Fingertips of open hands rest on chest, hands droop downward. (Representing a sigh.)



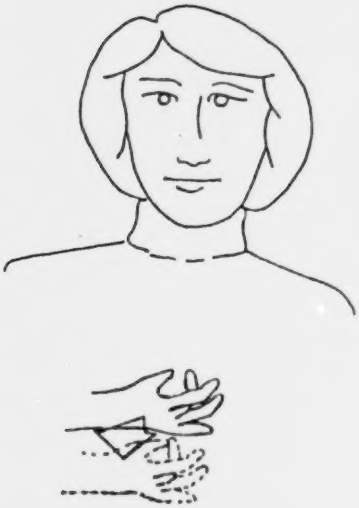
SCARE
"S" hands change to "5" hands as they dart towards body. (Representing something jumping out and scaring you)



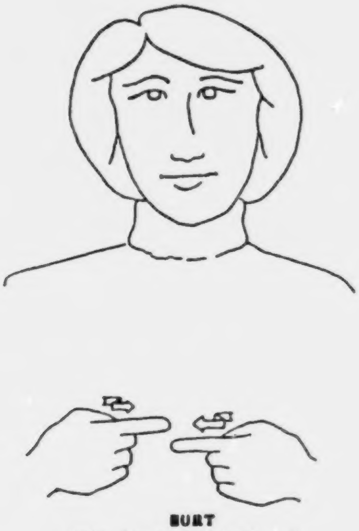
SICK
Bent middle fingers on forehead and on stomach. (Representing headache and stomachache)



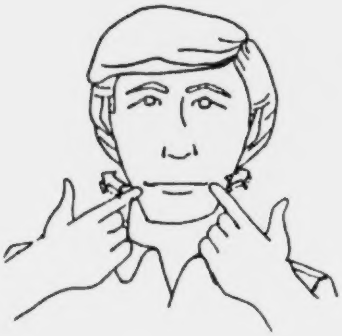
LOVE
Arms cross over heart. (Representing feeling of the heart)



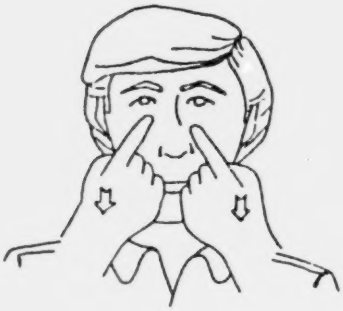
LIKE
Middle finger and thumb come together on chest, hand moves outward. (Representing feelings going out to someone)



HURT
Index fingers jerk back and forth. (Representing throb of pain)



LAUGH
"L" hands, fingertips brush up at corners of mouth several times. (Representing the action of laughing)



CRY
Index fingers moving down cheeks. (Depicting tears running down cheeks)

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APPENDIX E
ADAPTIVE RESOURCES

Adaptive Resources

Sources	Information/Equipment
Adaptive Aids/Handlers P. O. Box 13178 Tucson, AZ 85732	Microswitches Electronic Devices Connecting Hardware
Behavioraids 1210 W. Alemenda Drive Tempe, AZ 85282	Microswitches Electronic Devices Connecting Hardware
Linda Burkhart Route 1, Box 124 Millville, PA 17846	Manual for homemade microswitches Connecting Hardware
Prentke-Romich Route 2, Box 191 Shreve, OH 44676	Communication aids Microswitches Connecting Hardware Environmental Control System
Zygo Industries, Inc. Box 1008 Portland, OR 97207-1008	Communication aids Microswitches Connecting Hardware Environmental Control System
Radio Shack (local stores)	Microswitch supplies (TA is offered by some Radio Shack personnel)
Don Johnston Developmental Equipment, Inc. P. O. Box 639 Wauconda, IL 60084 (312) 526-2682	Nonspeech Communication Computer Access Environmental Controls
Crestwood Company P. O. Box 04606 Milwaukee, Wisconsin 53204-0606 (414) 461-9876	Nonspeech Communication Adaptive toys Microswitches
Creative Switch Industries P. O. Box 5256 Des Moines, Iowa 50306 (515) 287-5748	Microswitches Adaptive toys Environmental Controls
Steven Kanor, Ph.D., Inc. 8 Main Street Hastins-on-Hudson, NY 10706 (914) 478-0960	Microswitches Adaptive toys
Handicapped Children's Technological Services Dr. Edmund Zuromski P. O. Box 7 Foster, RI 02825 (401) 861-3444	Microswitches Programmers Adaptive toys

APPENDIX F
ADDITIONAL ASSESSMENTS & EXAMPLES OF COMPLETED ASSESSMENTS

RECEPTIVE COMMUNICATION ASSESSMENT

				FORMS								FUNCTION							
Domain	Activity	Content		Speech	Signs	Pictures	Gestures	Collect	Touch	Environment		Attention	Inhibits/Stops	Follows Request for Communication	Responds to a Yes/No Question	Responds to a Comment	Information	Social Comment	Question
Daily Living/ Domestic			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								
Community			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								
Recreation/ Leisure			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								
Vocational			▨								▨								
			▨								▨								
			▨								▨								
			▨								▨								

K. Stremel-Campbell & B. Wilson

Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score corre`t responses as X and incorrect responses as o. Check √ the functions of your communication .

EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content		FORMS																			FUNCTION					
				Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Objects	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech		Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																												
Community																												
Recreation/ Leisure																												
Vocational																												

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.

COMMUNICATION PROGRAM PLANNING

Learner's Name ______________________ Date ______________________

Domains	Domestic		Vocational		Recreation/Leisure		Community	
Activity (specify)	____________		____________		____________		____________	
Phase	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation								
Activity Participation								
Termination Transition								

Receptive Communication Forms Understood:

1.

2.

3.

Forms to be Taught: (expanded)

1.

2.

Expressive Communication Forms Used:

1.

2.

3.

4.

5.

Forms to be Taught:

1.

2.

Providing Services
for
Learners with Severe
Disabilities

A Module for Developing Integrated Team Programming

Becky Wilson

Kathleen Stremel

deVergne Goodall

Department of Special Education
University of Southern Mississippi

INTRODUCTION

Learners with hearing/vision and/or multiple disabilities have a tremendous number of needs to be met. As often is the case, no one person, parent or professional can meet these various needs. In order to give each learner a chance at becoming a fully participating member in his adult society, parents and professionals must come together as a team to problem solve and implement strategies to overcome these unique needs.

The **Integrated Team Programming Module** was developed to be used with other modules in the series. The content of the module is based on utilizing information contained in the **Communication Module**, the **Functional Curriculum Module** and the **Future's Planning Module**. Each of the modules present information that allow parents and professionals to make programming decisions together.

The focus of the module is to provide the trainee with knowledge and practice of implementing an integrated team programming process. Any parent or professional with working knowledge/experience of the integrated team process may serve as a trainer. It is vital that parents/caregivers be included in the inservice training and participate as members of the team.

The module contains a Trainer's Guide and Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training. There is a pretest for trainees contained in this section.

2.0 Legislative and Rational Basis of the Team Concept - This section introduces the trainees to the team idea with a background of the legislative initiative.

3.0 Team Structure - This section describes the characteristics of a team and the process used in making decisions.

4.0 Team Membership: Their Roles and Responsibilities - This section presents the various team members and a description of their expertise as it relates to learners with multiple disabilities.

5.0 Team Approaches in the Delivery of Services - This section describes several different ways that teams function when providing services.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model - This section points out the drawbacks in using the Isolated Therapy Model and the benefits of the Integrated Therapy Model.

7.0 Process for Developing the Integrated Therapy Model - This section describes the steps to be taken by the team in order to provide an Integrated Therapy Model.

8.0 Implementing the Integrated Therapy Model - This section presents strategies to role release information and skills across team membership.

9.0 Evaluation - The final section contains a posttest to measure the trainees change in knowledge in regard to Integrated Team Programming.

The anticipated outcome of the inservice training is an increase in knowledge and skill level of the trainee in his functioning as a team member using the Integrated Therapy Model. It is important to present this model in the context of a Functional Curriculum within an integrated setting of typical peers for services.

The trainer should read and be familiar with the entire module, especially the trainee Workbook portion, prior to the inservice session. The trainer is encouraged to use videotapes, examples and actual demonstrations with the learners during the session. Activities within the module require "hands-on" demonstration and practice with team members. It is recommended that follow-up technical assistance be provided to assist the trainees to implement the Integrated Team Programming training in the respective settings.

ACKNOWLEDGEMENTS

We would like to acknowledge our appreciation to Jan Holston for her expertise in editing the module. She has the ability to make a document appear professional without ever becoming unnerved. We wish to thank the many parents and professionals who assisted us in developing our ideas, giving feedback and participation in the in service training. Without their input we would be unable to realize the endless possibilities their imaginations created when presented with seemingly impossible problems. Most importantly, we wish to express our deepest gratitude to the learners with hearing/vision and/or multiple disabilities. Their relentless hope that one day we, as parents and professionals, would get it together and begin to meet their needs and not our needs. May they accept our apologies for the uncoordinated and inefficient provision of services in the past and not give up on us as we stumble into the future.

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General Directions for the Trainer
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4.0 Team Membership: Their Roles and Responsibilities
5.0 Team Approaches in the Delivery of Services
6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model
7.0 Process for Developing the Integrated Therapy Model
8.0 Implementing the Integrated Therapy Model
9.0 Evaluation

Transparencies

Trainee Workbook

1.0 Introduction
2.0 Legislative and Rational Basis of the Team Concept
3.0 Team Structure
4.0 Team Membership: Their Roles and Responsibilities
5.0 Team Approaches in the Delivery of Services
6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model
7.0 Process for Developing the Integrated Therapy Model
8.0 Implementing the Integrated Therapy Model
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Bibliography

Appendix A - Pretest/Posttest Answers

Appendix B - Sample Forms

TRAINER GUIDELINES

GENERAL DIRECTIONS FOR THE TRAINER

Trainer Guidelines

The left side of the Trainer Guidelines presents instructions and the major points to be made during the lecture format. The Trainee Workbook provides a corresponding expansion of the lecture. It is critical that the trainer is familiar with the content in the Trainee Workbook. The transparencies that are displayed during the lecture are reduced and placed on the right side of the page for easy reference. The trainer will conduct a number of trainee activities throughout the session. The trainer needs to make transparencies from the pages entitled TRANSPARENCIES. Any portion of the module can be duplicated.

Answers to the pretest and posttest are found in Appendix A. Sample forms for completing an Environmental Inventory, an Adaptation Hypothesis/Discrepancy Analysis and Scripting a Routine are found in Appendix B. A bibliography specific to team functioning can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

Trainee Workbook

The Trainee Workbook contains a written version of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook.

The trainees should be included in all of the activities and demonstrations. It is critical that examples used in the activities are generated by the trainees and are applicable to their settings.

Overview

Integrated Team Programming

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

- Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.
- Demonstrate knowledge of the various team approaches.
- Demonstrate knowledge of the integrated team process.
- Demonstrate skills in participating in the team planning process.
- Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.
- Demonstrate implementation of integrated team programming within a classroom/community trip setting.

Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture/ Pretest	Overhead	10 min
2.0 Legislative and Rational Basis of the Team Concept	Lecture		5 min
3.0 Team Structure	Lecture		10 min
4.0 Team Membership: Their Roles and Responsibilities	Lecture/ Trainee input		10 min
5.0 Team Approaches in the Delivery of Services	Lecture		10 min
6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model	Lecture		10 min
7.0 Process for Developing the Integrated Therapy Model	Lecture/ Activities		30 min
8.0 Implementing the Integrated Therapy Model	Lecture/ Activities		30 min
9.0 Evaluation	Posttest		5 min
Total time			2 Hours

Integrated Team Programming

1.0 Introduction

1:1 Goals and Objectives (5 minutes)

A. Display **Transparency #1:** Integrated Team Programming Overview- Training Competencies and Objectives. Refer trainees to page i in the Trainee Workbook.

B. Provide an overview of the objectives of the training session. Explain that the trainee will:

- Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.
- Demonstrate knowledge of the various team approaches.
- Demonstrate knowledge of the integrated team process.
- Demonstrate skills in participating in the team planning process.
- Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.
- Demonstrate implementation of integrated team programming within a classroom/community trip setting.

Transparency #1

Overview

Integrated Team Programming

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

Demostrate knowledge of critical considerations of the various disciplines involved with the particular child.

Demonstrate knowledge of various team approaches.

Demonstrate knowledge of integrated team process.

Demonstrate skills in participating in the team planning process.

Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.

Demonstrate implementation of integrated team programming within a classroom/community trip setting.

1.2 Pretest: (10 minutes)

A. Refer the trainees to page W-2 in the Trainee Workbook.

B. Explain the purpose of the pre-posttest. Allow 10 minutes for completion. Collect the completed pretest.

C. Each correct answer is worth 5% of the information assessed. Give the trainees the results of the pretest/posttest at the end of the training session when they have completed the posttest (Appendix A). It is important to emphasize the change in percentage scores.

2.0 Legislative and Rational Basis of the Team Concept

A. Display **Transparency #2**. Explain the fact that the provision of support services to students with special needs was addressed in Public Law 94-142, included in Public Law 99-457 as mandatory for services to infant/toddlers and preschoolers with special needs and reemphasized in Public Law 102-119 IDEA(Individuals with Disabilities Education Act). Refer trainees to page W-3 in the Trainee Workbook.

B. Emphasize that the law stipulates that related and/or supportive services be provided in a way that enhances the student's ability to benefit from special education.

C. Review Giangreco's (1986) definition of an integrated team:

- "a group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205).

Transparency #2

WHAT IS A TEAM?

Defined by Giangreco (1986) as "A group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205).

Found in P. L. 94-142, "such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services...) as may be required to assist a handicapped child to benefit from special education (20 U.S.C. sec. 1401 (17), 1975

KEY - those services be provided in a way that enhances the student's ability to benefit from special education.

3.0 Team Structure

A. Discuss that the dynamics of a team are consistent across any "group" of people regardless of the group's affiliation (civic clubs, church groups, private organizations, etc.).

- * Utley (1992) defines team structure as the way teams are organized and managed, as well as what roles and responsibilities each member assumes.

- * Point out that when two or more people focus on a problem(s) that a student with disabilities may encounter, they become a team. Thus, it is important for team members to realize some of the characteristics of a team and how it operates to accomplish the goal of problem solving.

B. Display **Transparency #3**. Refer trainees to page W-4 of the Trainee Workbook.

Transparency #3

CRITICAL VARIABLES OF TEAM STRUCTURE

- **Characteristics of Team Members**
- **Nature of the Team Task**
- **Team Cohesiveness**
- **Team Size**
- **Communication**
- **Leadership**

3.1 Critical Variables of Team Structure

A. Characteristics of Team Members - Explore the various characteristics that people possess and that bring diversity to a team, such as their values, attitudes and religious beliefs. Specifically related to a team approach would be the training and experience of each team member. Point out that diversity is a positive attribute for a team as we will see in the actual problem solving process. Briefly discuss characteristics such as: manipulative, conforming, reactive, suspicious, rule-governed, materialistic, sensitive, and flexible.

B. Nature of the Group Task - Discuss the fact that the task or problem a team faces influences their problem solving skills by matching the features of the task and the characteristics of the team members. For example:

* If the task is a tug-of-war you would want one of the team characteristics to be physical strength with the ability to generate strategies to out maneuver the other team.

* If the task is to build a Patriot Missile one would expect the characteristics of the team to include designing abilities along with mechanical, electrical, chemical and computer capabilities.

* With the task at hand to develop programming skills for learners with severe disabilities the team characteristics might include training and experience in:

  - communication systems,
  - positioning and handling
  - functional programming
  - futures planning
  - oral motor & feeding techniques
  - assistive devices
  - orientation and mobility
  - environmental adaptations and other relevant features based on individual learner needs.

C. Team Cohesiveness - Point out that the positive feeling that a member has toward belonging to a team develops through experiences that are rewarding to the individual member. When a contribution is made or success is achieved and the feedback to the membership is positive, cohesiveness is developed. The opposite is also true. When contributions are given negative feedback a feeling of not belonging is developed. Cohesiveness can change over time depending on the task at hand and the intensity of the team focus. Also, the success or failure of problem solving can effect team cohesiveness.

D. Team Size - Discuss that another factor in how a team operates and problem solves depends on the number of members within the team itself.

- Explore the possibilities of a large team and present the research that large teams tend to be more productive and develop higher quality products. However, there is a tendency for subgroups to form based on interests or philosophies that cause a large group to be less cohesive.

- Examine the possibilities of a small team and present the research findings that indicate membership satisfaction and more opportunities for leadership exist on a small team. Point out that within a small team there is a greater responsibility toward tasks due to the limited membership.

E. Communication - Discuss the importance of communication within the team structure and how the following factors influence the team's organization and functioning.

- Communication linkage tends to follow various patterns. One such pattern is the "wagon wheel" where one central person receives and transmits all communication. Communication patterns can be formal or informal based on the structure of the team. Another pattern is the "telephone tree" where a message is passed from one person to another. The receiver then transmits the message to the next person and so on until all members have been informed.

- Timely communication is critical to the team's efficiency and manner of problem solving process. Communication regarding scheduling of meetings, agenda items, and other important information must be conveyed in a timely manner.

- To gain the most from a team discussion each member should be encouraged to participate. Team leaders might encourage those who tend to be less vocal with lead-ins such as "Joe, what are your thoughts on this?" or in difficult situations one might resort to "First, we will go around the table and have everyone express one positive point and one negative point on the solution."

- In communicating within the team, each member must be acutely aware of the situation and respond directly to the problem and/or its solution. Getting off of the subject or dragging in irrelevant information will cause a team to be inefficient.

- Team members will communicate about problems and solutions for which they feel committed. For example, a student with disabilities refuses to attend school. A team including school personnel and parents will readily communicate problems and solutions because everyone has a commitment to the student continuing his education.

- Conflicts within a team should be discussed openly so that differences might be resolved or information shared that will assist team members to better understand a member's perspective. Conflicts not communicated might well become detrimental.

- Communication among team members must be honest and void of criticism. Keep the focus of any discussion on the problem and not on a person. For example, discuss a student's behavior including what they do, when it happens and the effects, not speculation on parent's or professional's cause of the behavior.
- Communication, being a behavior, can be affected by the type of feedback given to the communicator. For example, when a team member attempts to communicate and is reinforced with comments like "I would like to hear more about that idea" or "I had not thought about it that way", attempts by the team member will increase. Negative feedback such as "we have tried that before" or "that is not possible" will decrease the communication attempts by the team member.

F. Leadership - Examine the role of team leadership and explore the various responsibilities of a team leader. Point out that leaders can be appointed or arise from the team. Discuss how various leadership styles exist and how they effect the work of the team.

- Democratic leadership - utilizes the team in making decisions and carrying out responsibilities. This type of leadership style tends to support a team with equal membership where all contributions are accepted equally.

- Authoritative leadership - makes decisions regarding responsibilities and solutions solely on the perspective of the leader. This style can be seen in a military setting, but can be used in the human services field, although the effectiveness over time could be questioned.
- Laissez faire leadership - there is no real direction under this type of leadership. Responsibilities and solutions are reached with no structure. Teams under a laissez faire style of leadership tend to be scattered with limited success.

3.2 Problem Solving

A. Display **Transparency #4** and direct the trainees to page W-6 of their workbook. Review the following steps in the problem solving process.

Transparency #4

PROBLEM SOLVING

1. **Identify the Challenge**
2. **Idea Generation**
3. **Solution Evaluation & Selection**
4. **Exploiting Conflict**

- Identify the Challenge. Point out that during the process of identifying the challenge (problem) everyone should participate in communicating their perspective of the problem. Remember to keep the team focused on the challenge and not on personal grievances. As the various aspects of the problem are mentioned, compile a list of facts that describe the challenge.
- Idea Generation. Once the challenge has been identified, the team begins to generate solutions to meet the challenge. At this time solutions should be generated

without regard to constraints such as money, time, personnel, etc. Any and all solutions should be written on a separate flip chart or board from the list compiled during the identification task.

- * Solution Evaluation and Selection. Utilizing the written information generated in the previous steps each solution must be evaluated as it relates to meeting the identified challenge. During this step considerations are given to any identified constraints. Identifying such constraints to any solution will lead to conflict and the final step in the process.

- * Exploiting Conflict. Disagreement and conflict are a part of the problem solving process. Through communication, conflict can be explored and information gained for positive results! Emphasize to the trainees that any communication should focus on facts and information and not personalities and/or personal philosophies.

- -

Activity #2: Role Playing as a team to problem solve.

- -

B. Provide the rationale for the following role playing activity.

- * Explain that through role play, awareness of the techniques and process steps needed to problem solve will be practiced.

- * Ask each trainee to play their parent/professional role during the role play activity.

- Describe the following scenario. John is a 5 year old student currently enrolled at the Bay Street Elementary School and is receiving support services that include speech therapy, physical therapy,and occupational therapy. John's mother has noticed that he appears resistive when it is time to get ready for school and get on the bus. The teacher and therapists have also noticed resistive behavior at school especially on Tuesdays and Thursdays when he is scheduled for his related services.

- Walk the trainees through each of the process steps providing markers/chalk and flip charts/boards to assist in the identification and idea generation steps.

- Supplement the discussion as needed and provide extra challenges by constraining the personnel schedules (Therapists only available on set days) and other possible conflicts.

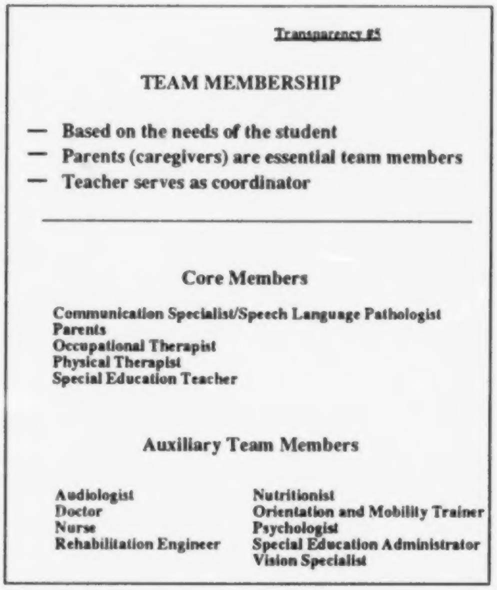
- Continually remind the team to focus on the problem and not personality issues.

- If preferred, ask the team(s) to generate a problem they currently face. For example: child comes to school unclean, making it unpleasant to work closely and interact with him.

    - Generally the team will decide the family is the problem and they must solve this problem. Caution the team to focus on the problem - needing to be clean. Help to focus them on solutions for bathing.

4.0 Team Membership: Their Roles and Responsibilities

A. Display **Transparency #5** and refer the trainees to page W-7 in their workbooks.



Transparency #5

TEAM MEMBERSHIP

— Based on the needs of the student
— Parents (caregivers) are essential team members
— Teacher serves as coordinator

Core Members

Communication Specialist/Speech Language Pathologist
Parents
Occupational Therapist
Physical Therapist
Special Education Teacher

Auxiliary Team Members

Audiologist
Doctor
Nurse
Rehabilitation Engineer
Nutritionist
Orientation and Mobility Trainer
Psychologist
Special Education Administrator
Vision Specialist

B. Discuss the generalizations regarding team membership and point out the following:

* Campbell (1987) reports that due to the individualized nature of each student with severe disabilities, the combined expertise from various professionals and parents is necessary to meet their unique needs. For example, one student might require only the related service for speech therapy and yet another may need speech, physical and occupational therapies.

* It is vital that the team include parents/caregivers in the planning and implementing of programs for students with severe disabilities. Critical information, that only parents posses and can contribute, is essential to effective programming.

* In the school setting, the teacher becomes the hub of the "service provision wheel." This central figure named by Bricker (1976) the "educational synthesizer" takes any number of responsibilities including coordinator of data, team and service provision.

4.1 Core Team Membership: Roles and Responsibilities

A. Refer trainees to page W-8 in the workbook for a brief written description of each core team member's roles and responsibilities as defined by Campbell (1987).

B. Begin the presentation on core team membership by requesting each trainee to provide an overview of their professional/parental roles and responsibilities. Ask each participant to share their certification/licensure requirements, main area of expertise, any particular focus or concentration, history, and philosophy of their profession. Include parents/caregivers by requesting them to give a description of their responsibilities across their child's daily activities and life-span, as well as coordinating all medical, social, educational, and related services.

C. Follow up the presentations with any clarifications and/or discussions on individual disciplines. Remember to clarify "discipline" as a profession and not a way to manage children's behavior.

4.2 Auxiliary Team Members and Their Expertise

A. Refer trainees to page W-10 of the workbook for a listing of additional team members and their roles and responsibilities.

B. Review each of the disciplines listed providing any additional information that would clarify the expertise of each. Point out that many of the roles and responsibilities cut across various disciplines making it impossible to precisely define any one profession.

- -

Activity #3: Accessing additional information regarding the roles and responsibilities of team members.

- -

C. Provide each trainee with a slip of paper and provide the following instructions.

* This is an opportunity to increase your knowledge level of the team members, providing services to students with severe disabilities. Please write on the paper provided any additional questions or requests for information concerning any of the disciplines reviewed or not reviewed during the presentation.

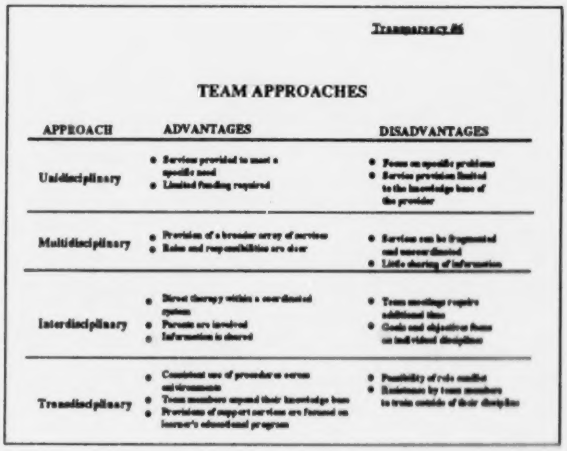
* Give the trainees 5 minutes and collect the papers.

* Read each question/concern aloud to the team asking a trainee representing that discipline to respond. Any questions addressed to a disciple not represented should be answered if possible by any member of the session or researched by the trainer and answered at a later time.

5.0 Team Approaches in the Delivery of Services

A. Display **Transparency #6** and refer trainees to page W-11 of the workbook.

B. Discuss the various team approaches to team functioning, specifically pointing out the advantages and disadvantages of each team structure as reported by Hirschfeld and Linhart (1984) and Campbell (1987). For specific definitions, examples, advantages, and disadvantages see W-9 of the Trainee Workbook. Have trainees identify their team structure as it currently exists, with ideas to change various aspects to their team structure. These structures include the following:



Transparency #6

TEAM APPROACHES

APPROACH	ADVANTAGES	DISADVANTAGES
Unidisciplinary	• Services provided to meet a specific need • Limited funding required	• Focus on specific problems • Service provision limited to the knowledge base of the provider
Multidisciplinary	• Provision of a broader array of services • Roles and responsibilities are clear	• Services can be fragmented and uncoordinated • Little sharing of information
Interdisciplinary	• Direct therapy within a coordinated system • Parents are involved • Information is shared	• Team meetings require additional time • Goals and objectives focus on individual disciplines
Transdisciplinary	• Consistent use of procedures across environments • Team members expand their knowledge base • Provisions of support services are focused on learner's educational program	• Possibility of role conflict • Resistance by team members to train outside of their discipline

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- Unidisciplinary Approach - Point out that this is not a "team" structure. However presenting this approach may well highlight the need for a system's change in providing services to students with severe disabilities in a local educational agency.

- Multidisciplinary Approach - Explore the advantages and disadvantages of this team structure and emphasize the great possibility of fragmented services and stressful schedules for families. Allow trainees to give examples of this type of approach to service delivery and problems encountered.

- Interdisciplinary Approach - Review the advantages and disadvantages of this team approach exploring the implementation difficulties in rural settings with limited fiscal resources. Challenge the trainees to problem solve examples that are presented.

- Transdisciplinary Approach - Discuss in-depth the advantages of this team approach. Point out the necessity of infusing objectives from the various disciplines into one program plan. Explore solutions to possible problems a team might encounter in implementing a transdisciplinary approach to team functioning.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model

A. Display **Transparency #7** and refer trainees to page W-15 of the workbook.

Trainer Guidelines

B. Discuss the basis for a team approach providing intervention to students with severe disabilities that would include:
  - *Functional Skills
  - *Age-Appropriate Materials
  - *Community Based Training

C. Describe the Isolated Therapy Model as the provision of related services separate from the educational services. Emphasize that related service goals and objectives are not infused into the educational goals and objectives.

D. Point out that isolation can be physical and/or programmatic. Encourage trainees to give other examples of isolated therapy services.

E. Discuss each of the problems listed below as they relate to the Isolated Therapy Model.

- Fragmentation - Support services should be coordinated with educational instruction.
- Communication Breakdown - Physical isolation provides a natural barrier to communication among professionals and/or parents.
- Splinter Skills - Isolated skills are developed without infusing them into the learner's educational goals. These skills do not generalize unless they are specifically trained across settings, materials, instructors, etc.
- Instruction in Artificial environments.

F. Describe the Integrated Therapy Model (Campbell, 1987) as the provision of related services in conjunction with educational services. Emphasize the infusion of related service goals and objectives into the educational program. Allow the trainees to generate several examples of related objectives that could be incorporated into the learner's educational program.

Notes

Transparency #7

ISOLATED THERAPY	VS	INTEGRATED THERAPY
Communication Barriers		Therapists serve as consultants
Isolated Skills		Professionals welcome training
Instruction not in "real" Environment		Parents appreciate coordination
Fragmented		Students benefit from coordination

G. Discuss the following benefits of utilizing the Integrated Therapy Model and encourage trainees to identify their own personal benefits from using such a model.
   - Therapists serve more as consultants, thus allowing for consistency of programming for the student as well as tapping the expertise of several professionals.
   - Professionals welcome the opportunity for "specialized" training.
   - Parents appreciate the coordinated therapy and participate as equal team members.
   - The student benefits due to the coordinated efforts.

7.0 Process for Developing the Integrated Therapy Model

A. Direct the trainees to page W-17 of the workbook.

B. Explain to the trainees that the remainder of the training will focus on how to develop an Integrated Therapy Model. Remind them to keep an open mind and resist any and all urges to remain with the status quo.

7.1 Basic Premises of an Integrated Therapy Model

A. Display **Transparency #8** and remind the trainees that the content is on page W-17 of the workbook.

B. Emphasize that an Integrated Therapy Model for learners with severe disabilities is based on a functional curriculum. Point out that the information from a Parent Interview and Futures Planning are major resources to use when identifying goals and objectives for the learner. (Note that the instructions for a Parent Interview and Futures Plan are contained in separate modules in this series.) For example, based on the Parent Interview the learner currently

Transparency #8

BASIC PREMISES OF AN INTEGRATED THERAPY MODEL

1. **Team members must possess current knowledge and skill in their discipline**
2. **Goals are based on Futures Planning and Parent Inventory**
3. **Based on Functional Curriculum**
4. **Each discipline is focused on student's needs relevant to educational programming**
5. **Therapists require large blocks of time**
6. **One member per discipline per team**
7. **Administrative support is essential**

does not participate in preparing food. From the Futures Plan there is the future option of living in supervised apartments available. Using this information, a goal of food preparation would be appropriate. Included in this activity would be skills such as identification of needed materials (receptive communication objective), stirring, pouring, grasping (motor objectives) and table manners (social skills).

C. For trainees that wish a step-by-step program including directions and forms, refer them to the C.O.A.C.H (Choosing Options and Accommodations for Children) by Giangreco, Cloninger and Iverson (1991). This tool can be used to develop integrated programming for students with severe disabilities. It begins with a structured Family Prioritization Interview and then systematically walks a team through a process to determine objectives and supports necessary for individual students. The process also includes a system for scheduling.

D. Review the following premises of the Integrated Therapy Model as listed on the transparency.

- * Each team member is responsible for maintaining current knowledge and skills within their own discipline.
- * Goals are based on the information identified on the Parent Inventory and Future's Planning.
- * For students with severe disabilities the curriculum should be functional, age-appropriate, and community-based.

- Team members representing various disciplines should focus on the infusion of the specific objectives identified in the specific area into the educational goals and activities of the learner.

- Large blocks of time are necessary for therapists to accompany and train the primary caregivers across various settings within the home, school and community.

- It is recommended that a team have representation of a discipline by only one member. Too often professionals only confuse the issue by presenting conflicting information to the team.

- For change and implementation of an Integrated Therapy Model, administrative support is essential due to scheduling and contracting of related service personnel.

E. Display **Transparency #9** and present the concept of Block Scheduling and emphasize that this type of schedule allows therapists the time necessary to implement integrated programming. Review the following considerations when Block Scheduling:

Transparency #9

MONDAY	WEDNESDAY	FRIDAY
Class A 4 hrs. (8:00-12:00)	Class A 2 hrs. (1:00-3:00)	
	Class B 2 hrs.	Class B 4 hrs.

8:00-9:00 School entrance\hallway Cafeteria

9:00-11:00 Community Based Training
- McDonalds
- Bowling
- YMCA
- Walmart

11:00-12:00 Regular class integration

1:00-3:00 Vocational Training
- School library
- School cafeteria
- School gym (laundry)

P. T. Block Schedule - 12 hrs. per week
Total of 6 students - 2 classrooms, 2 - separate schools

- Determine the total time a therapist provides services to a district or school. For example, a PT may be available 20 hours per week.

- Add up the number of hours per week a child is seen by the therapist. For example, the SLP may see a student 2 times per week for 30 minutes, that would be a total of one hour.

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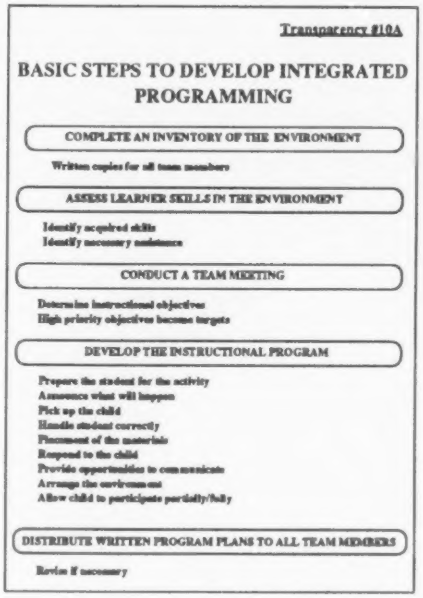
- Combine the smaller segments of therapy into larger blocks of time to enable the therapist (OT, PT, SLP) to spend time with their students in community based training sessions, functional activities, regular classes or vocational sites.
- Allow flexibility within the schedule for individual therapy and team meetings.

7.2 Basic Steps to Identify Programming Sequences

A. Display **Transparency #10A** and direct the trainees to page W-19 of the workbook. Information in the trainee workbook contains an example of the process for a child who is deaf blind to assist in understanding this process.



Transparency #10A

BASIC STEPS TO DEVELOP INTEGRATED PROGRAMMING

COMPLETE AN INVENTORY OF THE ENVIRONMENT

Written copies for all team members

ASSESS LEARNER SKILLS IN THE ENVIRONMENT

Identify acquired skills
Identify necessary assistance

CONDUCT A TEAM MEETING

Determine instructional objectives
High priority objectives become targets

DEVELOP THE INSTRUCTIONAL PROGRAM

Prepare the student for the activity
Announce what will happen
Pick up the child
Handle student correctly
Placement of the materials
Respond to the child
Provide opportunities to communicate
Arrange the environment
Allow child to participate partially/fully

DISTRIBUTE WRITTEN PROGRAM PLANS TO ALL TEAM MEMBERS

Revise if necessary

B. Explain that the educational goals for the learner must be identified and prioritized utilizing the Parent Interview and Futures Plan prior to determining programming activities. Point out that when a team begins to prioritize, consideration should be made to the age-appropriateness, number of environments where needed, time constraints, opportunities to generalize and utilize the skills being targeted.

C. Discuss the next step that requires team members (at least two) to inventory the environment and identify all possible skills necessary to complete the activity. Emphasize the importance of on-site environmental inventories to insure the quality of information. Trainees requesting more information on environmental inventories are referred to Brown et al. (1984).

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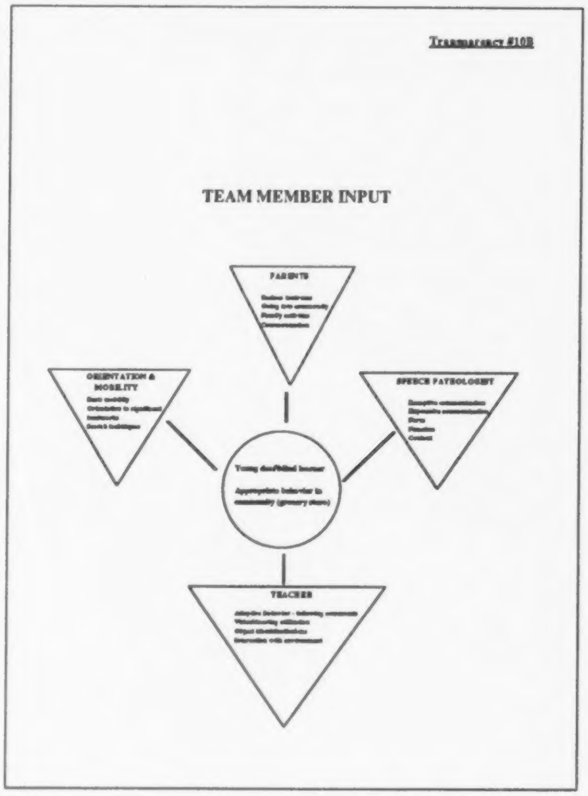
Trainer Guidelines

Notes

D. Review the third step including the importance of assessing the learner in the environment where the activity occurs. Examine the Adaptation Hypothesis/Discrepancy Analysis form (Goodall, 1991) found in the appendix pointing out how useful such a tool can be during the analysis step. Emphasize that adaptations, performance strategies, or the use of partial participation can be developed to assist the student to complete the activity. INDIVIDUALIZE! Display **Transparency #10B** and describe how to complete the fourth step, which is a team meeting held to determine the instructional objectives.



E. Discuss the necessity of a team meeting and pursue with the trainees what information they feel is critical to determine specific objectives for the learner. Point out that additional assessment data, medical information, and family concerns should be taken into consideration before objectives are determined. Emphasize that individual discipline objectives should be infused into the activity and not stand isolated. Encourage trainees to look closely at objectives that are not incorporated into program activities.

F. Examine the development of a written program activity with the trainees. If necessary review the technique of task analysis, scripting and routine sequences. Present the following strategies to be included in the written plan that will enhance the success of the program activity as defined by Stremel et al. (1991).

- Prepare the Child for the Activity - Necessary equipment or adjustments made to or for the child before beginning an activity or routine. This may include the

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following: putting in the hearing aides, putting on glasses, conducting exercises or relaxation and or placing a support under the head.

- Announce What Will Happen - Let the learner know what is going to happen. Due to the nature of some learners, this maybe a verbal, touch or object cue(s). For example, hand the learner a spoon paired with the words "It is time to eat."
- Handling/Position - Placement of the learner in position that creates adequate support and where body is in correct alignment.
- Placement of Materials - Materials are placed in such a manner as to facilitate goals/objectives for that learner or to help the learner with a specific task. For example, if trying to get the learner to work on using his right hand or tracking to the right, material is placed to the right side of the learner.
- Responsiveness - The caregiver responds to the learner's agenda through a communication interaction or a joint activity initiated by the learner. For example, the learner and caregiver are interacting with a switch that activates a radio, the learner reaches for a tape and the caregiver responds "Oh, you want to listen to your new tape."
- Opportunities to Communicate - Set up the situation such that the learner must indicate choices, preferences, needs, wants, feelings, etc.

- Special Adaptations - Anything done to the natural environment to adapt it for the learner. For example, using a wedge to position the child or bending a spoon handle for a child unable to bend his wrist.

- Partial Participation - Assisting the learner to participate in the activity to the extent to which he/she is able. For example, pushing the learner's wheelchair while he/she delivers the attendance report.

- Provide Appropriate Feedback - Reaction to the learner's accomplishments and participation in the activity can be positive or negative and provides the learner with information to complete the activity. For example, commenting on the task of wiping the table, "Great job! You reached the edge of the table."

- Provide Consistent Prompts/ Cues - Make sure that each team member uses specific prompts/ cues that are specific to the learner as well as repairing any prompts/cues in a systematic way. For example, everyone that approaches the learner uses the touch cue of gently squeezing the learner's shoulder to give him/her information someone is present.

- Wait - During any communication interaction with the learner wait several seconds to give the learner time to process the information and respond. This is especially important for learners with severe physical and mental disabilities. For example, when holding two items for the learner to make a choice, give the directive "Show me which one you want," then wait 3 to 7 seconds for a response. If no response is given, repeat the sequence and/or repair your cue.

- * Encourage Peer and Sibling Interaction - Set up situations so that interactions occur between the learner and his/her peers. Train the interacters to use specific prompts/cues to enhance the interactions. For example, allow peers to move the chairs for the learner to access the tables to clean.

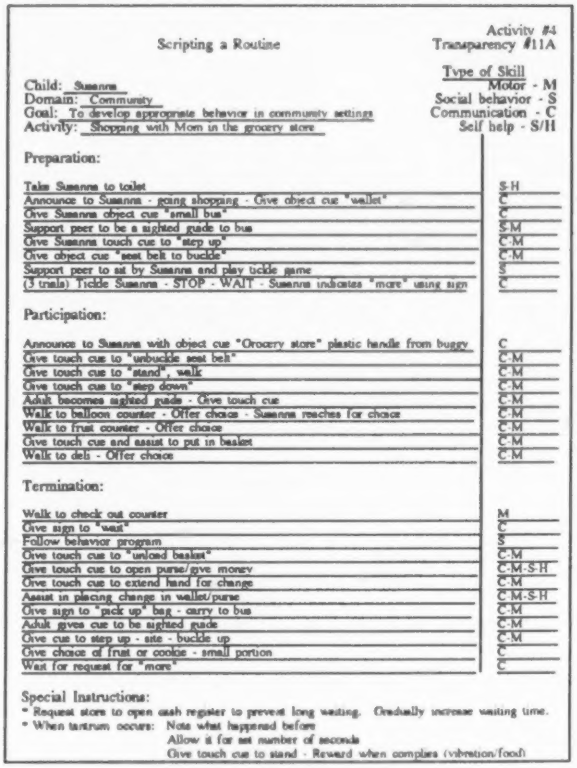
G. Remind trainees that the written activity plan(s) are used as the basis for instruction. Objectives with criteria and schedules for monitoring can be included as part of the written activity plan or, if required, placed on a separate IEP form.

Activity #4: Scripting a Routine.

H. Refer trainees to Activity #4, page W-25 of the workbook.

I. Provide the rationale and directions for Activity #4 by reading/paraphrasing the following:

- * The purpose of this activity is to give you practice in writing an Activity Plan.
- * Display **Transparency #11A** and review the example of a scripted routine for the young child who is deaf blind on a community-based training program.



Activity #4
Transparency #11A

Scripting a Routine

Child: Susanna
Domain: Community
Goal: To develop appropriate behavior in community settings
Activity: Shopping with Mom in the grocery store

Type of Skill
Motor - M
Social behavior - S
Communication - C
Self help - S/H

Preparation:

Take Susanna to toilet	S-H
Announce to Susanna - going shopping - Give object cue "wallet"	C
Give Susanna object cue "small bus"	C
Support peer to be a sighted guide to bus	S-M
Give Susanna touch cue to "step up"	C-M
Give object cue "seat belt to buckle"	C-M
Support peer to sit by Susanna and play tickle game	S
(3 trials) Tickle Susanna - STOP - WAIT - Susanna indicates "more" using sign	C

Participation:

Announce to Susanna with object cue "Grocery store" plastic handle from buggy	C
Give touch cue to "unbuckle seat belt"	C-M
Give touch cue to "stand", walk	C-M
Give touch cue to "step down"	C-M
Adult becomes sighted guide - Give touch cue	C-M
Walk to balloon counter - Offer choice - Susanna reaches for choice	C-M
Walk to fruit counter - Offer choice	C-M
Give touch cue and assist to put in basket	C-M
Walk to deli - Offer choice	C-M

Termination:

Walk to check out counter	M
Give sign to "wait"	C
Follow behavior program	S
Give touch cue to "unload basket"	C-M
Give touch cue to open purse/give money	C-M-S-H
Give touch cue to extend hand for change	C-M
Assist in placing change in wallet/purse	C-M-S-H
Give sign to "pick up" bag - carry to bus	C-M
Adult gives cue to be sighted guide	C-M
Give cue to step up - site - buckle up	C-M
Give choice of fruit or cookie - small portion	C
Wait for request for "more"	C

Special Instructions:
* Request store to open cash register to prevent long waiting. Gradually increase waiting time.
* When tantrum occurs: Note what happened before
Allow it for set number of seconds
Give touch cue to stand - Reward when complies (vibration/food)

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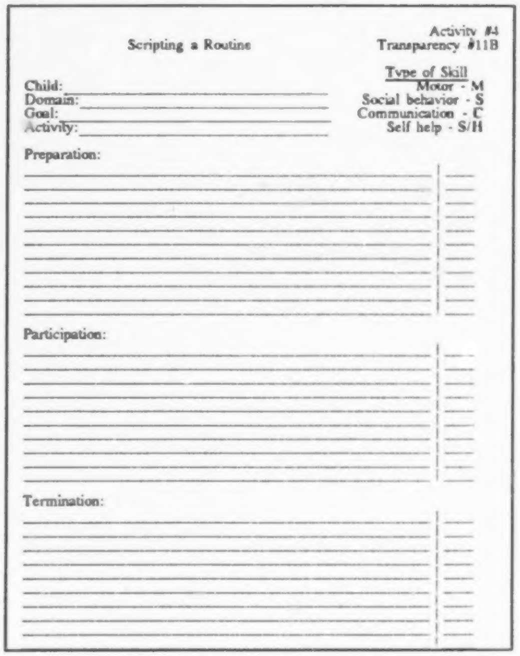
Trainer Guidelines

Notes

- As a team, generate at least five goals/activities of a targeted learner identified by the Parent Interview and Futures Plan that will enhance the quality and independence of the learner's life. (Possibilities range from feeding/eating, dressing, and food preparation, to bowling, swimming, and playing cards to vocational tasks.)
- As a team, complete an environmental inventory for the activity.
- As a team, assess the learner in the actual environment and complete an Adaptation Hypothesis/Discrepancy Analysis.
- As a team, determine the target objectives to be achieved as part of the activity.
- Display **Transparency #11B** and direct trainees to generate the routine script, breaking it down into the PREPARATION; PARTICIPATION; AND TERMINATION phases. Fill in the blank form as the trainees generate the script.
- Prompt trainees to infuse COMMUNICATION, MOTOR, COGNITIVE, SOCIAL BEHAVIOR AND SELF-HELP objectives into the routine.



Activity #4
Transparency #11B

Scripting a Routine

Child: ______
Domain: ______
Goal: ______
Activity: ______

Type of Skill
Motor - M
Social behavior - S
Communication - C
Self help - S/H

Preparation:

Participation:

Termination:

8.0 Implementing the Integrated Therapy Model

A. Display **Transparency #12** and refer trainees to page W-26 of the workbook.

B. Explore the various possibilities of sharing information to team members. Challenge the trainees to examine their needs as parents and professionals that will assist them in providing better care and services to learners with severe disabilities. Remind each team member to be open and receptive to the exchange of information.

8.1 Levels of Role Release

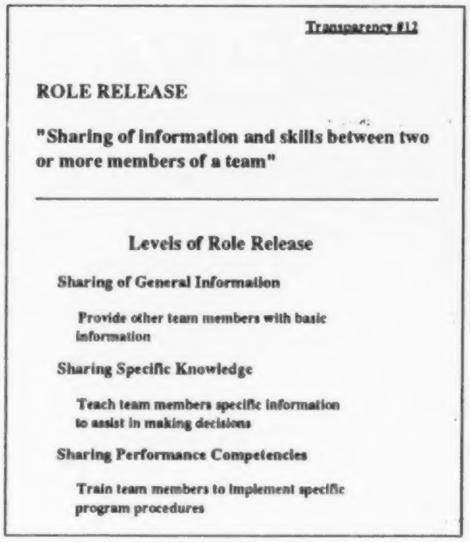
A. Discuss the concept of "role release" defined by Lyon and Lyon (1980) as the sharing of information and skills between two or more members of a team. Explore each of the three levels of role release that follows.

- **Sharing of General Information**

  This level of role release is to increase the awareness of team members to information concerning a specific issue or learner. For example: the speech pathologist describes various argumentive communication systems available to learners who are nonverbal.

- **Sharing Specific Knowledge**

  At this level, information is much more in depth. Team members receive enough information that allow them to assist in making a programming decision for a specific child. For example: the speech pathologist presents 2 electronic communication devices with in-depth information concerning criteria for utilization (symbol system, activation devices, portability, etc.). This allows team members to assist in the selection of an augmentative communication device.



Transparency #12

ROLE RELEASE

"Sharing of information and skills between two or more members of a team"

Levels of Role Release

Sharing of General Information

Provide other team members with basic information

Sharing Specific Knowledge

Teach team members specific information to assist in making decisions

Sharing Performance Competencies

Train team members to implement specific program procedures

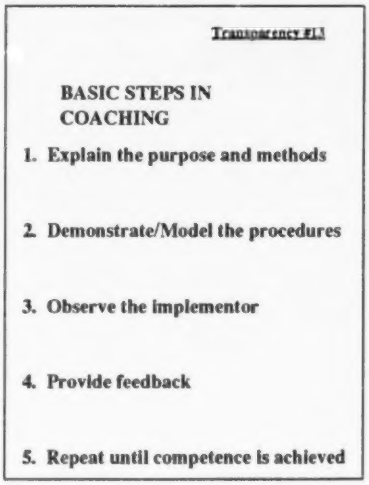
- **Sharing Performance Competencies**

  At this level, a team member trains other team members to use specific strategies or techniques when implementing a learner's educational program. For example: the speech pathologist trains Mom, Dad and the teacher to program new phrases on the electronic communication device.

B. Explain that role release at any level is beneficial to the team and the learner. Note that informational sharing can range from simplistic to complex depending on the needs of the team members and the learner.

C. Display **Transparency #13** and refer trainees to page W-28 of the workbook. Present the following "coaching" procedures used to train or share performance competencies.

- Explain the purpose of and methods to be used in the activity/program.
- Demonstrate/model the procedures with the student while the implementor is observing. Describe the steps in the procedure while demonstrating/ modeling. (This can be done by videotaping the demonstration.)
- Observe the implementor. If direct observation is not feasible, videotape the implementor.
- Provide positive verbal feedback. Give written feedback if reviewing is done by video without the implementor present.



Transparency #13

BASIC STEPS IN COACHING

1. **Explain the purpose and methods**
2. **Demonstrate/Model the procedures**
3. **Observe the implementor**
4. **Provide feedback**
5. **Repeat until competence is achieved**

- Repeat the steps until competence is achieved to ensure safe program implementation.

- -

Activity #5: Role Play Coaching Strategies. Utilizing the script completed in activity #4, team members will role play coaching techniques.

- -

D. Provide the rationale and directions for Activity #4 by reading/ paraphrasing the following.

* The following role play activity will allow you to practice the techniques of role release.

* Utilizing the script completed in Activity #4, each team member will select a technique or procedure to role release.

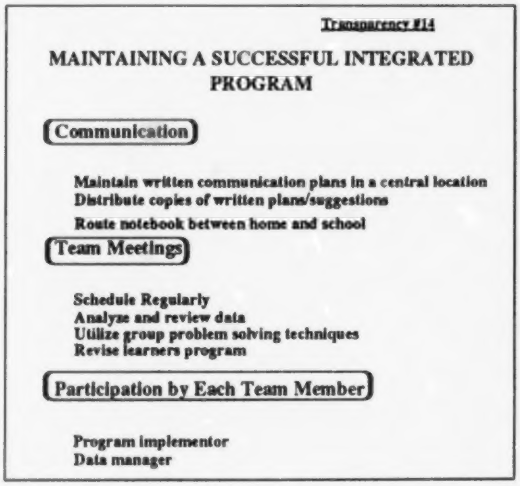
* Take turns until each trainee has had the opportunity to role play the trainer and the trainee.

8.2 Ongoing Responsibilities for Maintaining Integrated Team Programming

A. Display **Transparency #14** and refer trainees to page W-30 of the workbook.

B. Discuss the following issues that trainees feel to be important in maintaining an integrated programming model. Explore the possibilities with the team and allow them to decide workable solutions for their team.

* **Communication** - Communication systems for each team should be developed. It is especially important for ongoing dialogue between school and home.



Transparency #14

MAINTAINING A SUCCESSFUL INTEGRATED PROGRAM

Communication

Maintain written communication plans in a central location
Distribute copies of written plans/suggestions
Route notebook between home and school

Team Meetings

Schedule Regularly
Analyze and review data
Utilize group problem solving techniques
Revise learners program

Participation by Each Team Member

Program implementor
Data manager

- **Team Meetings** - Team meetings are essential to the implementation of integrated programming.

- **Participation of Team Members** - A team cannot function without the participation of its members. How effective a team can be is determined by the roles and responsibilities shared by its members.

9.0 Evaluation

Activity #6: Posttest.

A. Refer trainees to page W-33 of the workbook.

B. Explain that the posttest is to determine change in knowledge. Allow 10 minutes for the trainees to complete it.

C. Check the posttest and provide feedback to the trainees (Appendix A).

TRANSPARENCIES

Transparency #1

OVERVIEW

Integrated Team Programming

COMPETENCIES:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

Demostrate knowledge of critical considerations of the various disciplines involved with the particular child.

Demonstrate knowledge of various team approaches.

Demonstrate knowledge of integrated team process.

Demonstrate skills in participating in the team planning process.

Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.

Demonstrate implementation of integrated team programming within a classroom/ community trip setting.

Transparency #2

WHAT IS A TEAM?

Defined by Giangreco (1986) as "A group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205).

Found in P. L. 94-142, "such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services...) as may be required to assist a handicapped child to benefit from special education (20 U.S.C. sec. 1401 (17), 1975

KEY - those services be provided in a way that enhances the student's ability to benefit from special education.

Transparency #3

CRITICAL VARIABLES OF TEAM STRUCTURE

- Characteristics of Team Members
- Nature of the Team Task
- Team Cohesiveness
- Team Size
- Communication
- Leadership

Transparency #4

PROBLEM SOLVING

1. Identify the Challenge

2. Idea Generation

3. Solution Evaluation & Selection

4. Exploiting Conflict

Transparency #5

TEAM MEMBERSHIP

- Based on the needs of the student
- Parents (caregivers) are essential team members
- Teacher serves as coordinator

Core Members

Communication Specialist/Speech Language Pathologist
Parents
Occupational Therapist
Physical Therapist
Special Education Teacher

Auxiliary Team Members

Audiologist
Doctor
Nurse
Rehabilitation Engineer
Nutritionist
Orientation and Mobility Trainer
Psychologist
Special Education Administrator
Vision Specialist

Transparency #6

TEAM APPROACHES

APPROACH	ADVANTAGES	DISADVANTAGES
Unidisciplinary	o Services provided to meet a specific need o Limited funding required	o Focus on specific problems o Service provision limited to the knowledge base of the provider
Multidisciplinary	o Provision of a broader array of services o Roles and responsibilities are clear	o Services can be fragmented and uncoordinated o Little sharing of information
Interdisciplinary	o Direct therapy within a coordinated system o Parents are involved o Information is shared	o Team meetings require additional time o Goals and objectives focus on individual disciplines
Transdisciplinary	o Consistent use of procedures across enivironments o Team members expand their knowledge base o Provisions of support services are focused on learner's educational program	o Possibility of role conflict o Resistance by team members to train outside of their discipline

Transparency #7

ISOLATED THERAPY	VS	INTEGRATED THERAPY
Communication Barriers		Therapists serve as consultants
Isolated Skills		Professionals welcome training
Instruction not in "real" Environment		Parents appreciate coordination
Fragmented		Students benefit from coordination

Transparency #8

BASIC PREMISES OF AN INTEGRATED THERAPY MODEL

1. Team members must possess current knowledge and skill in their discipline

2. Goals are based on Futures Planning and Parent Inventory

3. Based on Functional Curriculum

4. Each discipline is focused on student's needs relevant to educational programming

5. Therapists require large blocks of time

6. One member per discipline per team

7. Administrative support is essential

Transparency #9

MONDAY	WEDNESDAY	FRIDAY
Class A 4 hrs. (8:00-12:00)	Class A 2 hrs. (1:00-3:00)	
	Class B 2 hrs.	Class B 4 hrs.

8:00-9:00 School entrance\hallway
Cafeteria

9:00-11:00 Community Based Training
- McDonalds
- Bowling
- YMCA
- Walmart

11:00-12:00 Regular class integration

1:00-3:00 Vocational Training
- School library
- School cafeteria
- School gym (laundry)

P. T. Block Schedule - 12 hrs. per week
Total of 6 students - 2 classrooms, 2 - separate schools

Transparency #10A

BASIC STEPS TO DEVELOP INTEGRATED PROGRAMMING

COMPLETE AN INVENTORY OF THE ENVIRONMENT

Written copies for all team members

ASSESS LEARNER SKILLS IN THE ENVIRONMENT

Identify acquired skills
Identify necessary assistance

CONDUCT A TEAM MEETING

Determine instructional objectives
High priority objectives become targets

DEVELOP THE INSTRUCTIONAL PROGRAM

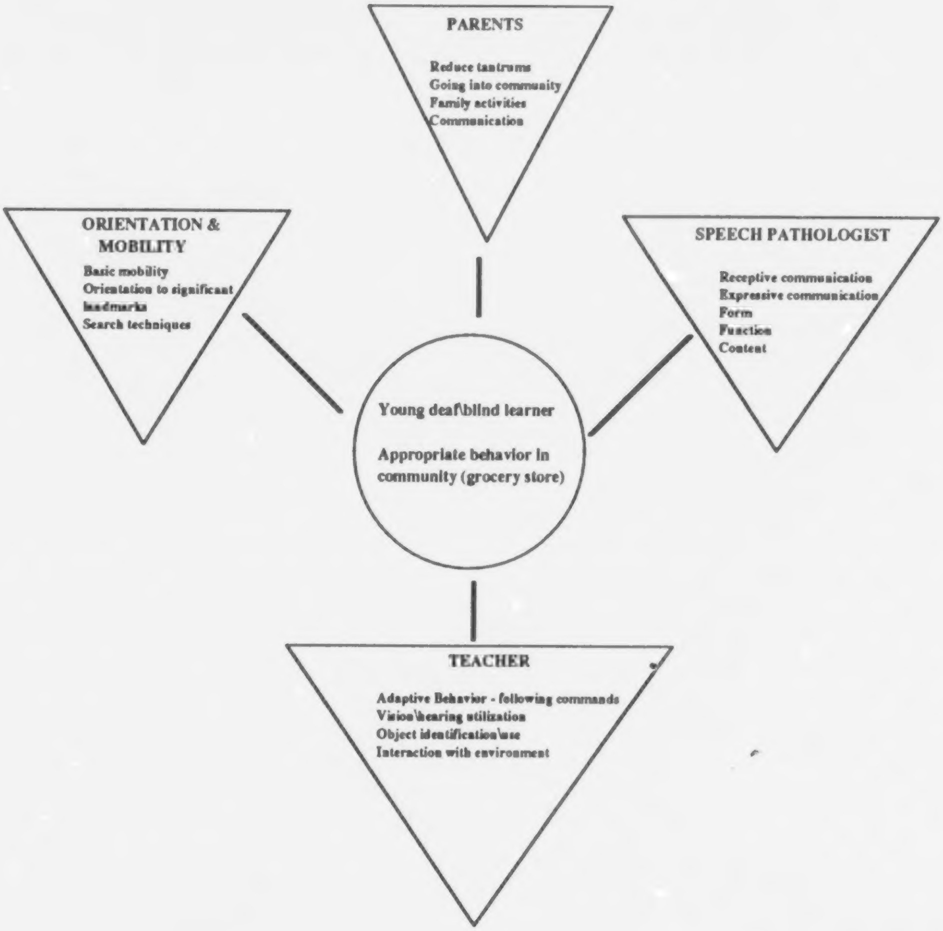
Prepare the student for the activity
Announce what will happen
Pick up the child
Handle student correctly
Placement of the materials
Respond to the child
Provide opportunities to communicate
Arrange the environment
Allow child to participate partially/fully

DISTRIBUTE WRITTEN PROGRAM PLANS TO ALL TEAM MEMBERS

Revise if necessary

Transparency #10B

TEAM MEMBER INPUT



PARENTS

- Reduce tantrums
- Going into community
- Family activities
- Communication

ORIENTATION & MOBILITY

- Basic mobility
- Orientation to significant landmarks
- Search techniques

SPEECH PATHOLOGIST

- Receptive communication
- Expressive communication
- Form
- Function
- Content

Young deaf\blind learner

Appropriate behavior in community (grocery store)

TEACHER

- Adaptive Behavior - following commands
- Vision\hearing utilization
- Object identification\use
- Interaction with environment

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Activity #4
Transparency #11A

Scripting a Routine

Type of Skill
Motor - **M**
Social behavior - **S**
Communication - **C**
Self help - **S/H**

Child: Susanna
Domain: Community
Goal: To develop appropriate behavior in community settings
Activity: Shopping with Mom in the grocery store

Preparation:

Take Susanna to toilet	S-H
Announce to Susanna - going shopping - Give object cue "wallet"	C
Give Susanna object cue "small bus"	C
Support peer to be a sighted guide to bus	S-M
Give Susanna touch cue to "step up"	C-M
Give object cue "seat belt to buckle"	C-M
Support peer to sit by Susanna and play tickle game	S
(3 trials) Tickle Susanna - STOP - WAIT - Susanna indicates "more" using sign	C

Participation:

Announce to Susanna with object cue "Grocery store" plastic handle from buggy	C
Give touch cue to "unbuckle seat belt"	C-M
Give touch cue to "stand", walk	C-M
Give touch cue to "step down"	C-M
Adult becomes sighted guide - Give touch cue	C-M
Walk to balloon counter - Offer choice - Susanna reaches for choice	C-M
Walk to fruit counter - Offer choice	C-M
Give touch cue and assist to put in basket	C-M
Walk to deli - Offer choice	C-M

Termination:

Walk to check out counter	M
Give sign to "wait"	C
Follow behavior program	S
Give touch cue to "unload basket"	C-M
Give touch cue to open purse/give money	C-M-S-H
Give touch cue to extend hand for change	C-M
Assist in placing change in wallet/purse	C-M-S-H
Give sign to "pick up" bag - carry to bus	C-M
Adult gives cue to be sighted guide	C-M
Give cue to step up - site - buckle up	C-M
Give choice of fruit or cookie - small portion	C
Wait for request for "more"	C

Special Instructions:

* Request store to open cash register to prevent long waiting. Gradually increase waiting time.
* When tantrum occurs: Note what happened before
Allow it for set number of seconds
Give touch cue to stand - Reward when complies (vibration/food)

Activity #4
Transparency #11B

Scripting a Routine

Child: ______________________________
Domain: ______________________________
Goal: ______________________________
Activity: ______________________________

Type of Skill
Motor - **M**
Social behavior - **S**
Communication - **C**
Self help - **S/H**

Preparation:

______________________________ | __
______________________________ | __
______________________________ | __
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Participation:

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ROLE RELEASE

"Sharing of information and skills between two or more members of a team"

Levels of Role Release

Sharing of General Information

Provide other team members with basic information

Sharing Specific Knowledge

Teach team members specific information to assist in making decisions

Sharing Performance Competencies

Train team members to implement specific program procedures

Transparency #13

BASIC STEPS IN COACHING

1. Explain the purpose and methods

2. Demonstrate/Model the procedures

3. Observe the implementor

4. Provide feedback

5. Repeat until competence is achieved

Transparency #14

MAINTAINING A SUCCESSFUL INTEGRATED PROGRAM

Communication

Maintain written communication plans in a central location
Distribute copies of written plans/suggestions
Route notebook between home and school

Team Meetings

Schedule Regularly
Analyze and review data
Utilize group problem solving techniques
Revise learners program

Participation by Each Team Member

Program implementor
Data manager

TRAINEE WORKBOOK

Overview

Integrated Team Programming

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

- Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.
- Demonstrate knowledge of the various team approaches.
- Demonstrate knowledge of the integrated team process.
- Demonstrate skills in participating in the team planning process.
- Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.
- Demonstrate implementation of integrated team programming within a classroom/community trip setting.

Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture/ Pretest	Overhead	10 min
2.0 Legislative and Rational Basis of the Team Concept	Lecture		5 min
3.0 Team Structure	Lecture		10 min
4.0 Team Membership: Their Roles and Responsibilities	Lecture/ trainee input		10 min
5.0 Team Approaches in the Delivery of Services	Lecture		10 min
6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model	Lecture		10 min
7.0 Process for Developing the Integrated Therapy Model	Lecture/ Activities		30 min
8.0 Implementing the Integrated Therapy Model	Lecture/ Activities		30 min
9.0 Evaluation	Posttest		5 min
Total time			2 Hours

1.0 Introduction

Learners with hearing/vision and/or multiple disabilities have an immense number of complicated needs to be met. In order to give each learner a chance at becoming a fully participating member in his adult society, parents and professionals must come together as a team to problem solve and implement strategies to overcome these unique needs.

The focus of the module is to provide the trainee with knowledge and practice of implementing an integrated team programming process. The Trainee Workbook is divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training. There is a pretest for trainees contained in this section.

2.0 Legislative and Rational Basis of the Team Concept - This section introduces the trainees to the team idea with a background of the legislative initiative.

3.0 Team Structure - This section describes the characteristics of a team and the process used in making decisions.

4.0 Team Membership: Their Roles and Responsibilities - This section presents the various team members and a description of their expertise as it relates to learners with multiple disabilities.

5.0 Team Approaches in the Delivery of Services - This section describes several different ways that teams function when providing services.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model - This section points out the drawbacks in using the Isolated Therapy Model and the benefits of the Integrated Therapy Model.

7.0 Process for Developing the Integrated Therapy Model - This section describes the steps to be taken by the team in order to provide an Integrated Therapy Model.

8.0 Implementing the Integrated Therapy Model - This section presents strategies to role release information and skills across team membership.

9.0 Evaluation - The final section contains a posttest to measure the trainees change in knowledge in regard to Integrated Team Programming.

Activity #1 - Pretest: Turn to the following page for the Pretest.

Activity #1

Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Identify at least six possible members of a team providing services to a learner with severe disabilities.

   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________
   f. ____________________

2. List the three levels of role release.

   a. ____________________
   b. ____________________
   c. ____________________

3. Outline the five steps necessary in a coaching technique.

   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________

4. Define the following team approaches.

   a. Multidisciplinary -
   b. Interdisciplinary -
   c. Transdisciplinary -

5. List three benefits of an integrated therapy model.

   a. ____________________
   b. ____________________
   c. ____________________

2.0 Legislative and Rational Basis of the Team Concept

The provision of related and/or supportive services to students with special needs was addressed in Public Law 94-142. The key phrase that promotes the "team concept" is that related and/or supportive services be provided in a way that enhances the student's ability to benefit from special education. This team concept was included in Public Law 99-457 as mandatory in providing services to infants and toddlers with special needs. It has been reemphasized in Public Law 102-119, Individuals with Disabilities Education Act (IDEA).

Information gained through assessment by a physical therapist, occupational therapist, speech/language pathologist and/or others must be relevant to the educational needs of the students' current educational program. Expertise contributed should reflect the following program philosophies:

- functional skills
- age-appropriate skills and materials,
- training in the home, community and vocational setting.

Giangreco (1986) defined the concept of a team as "a group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205). In relating this definition to the mandates of P.L. 94-142 and IDEA, it is apparent that the common responsibility of the team is to assist the student to benefit from special education. The common goal of the team is student achievement of needed skills.

Transparency #2

WHAT IS A TEAM?

Defined by Giangreco (1986) as "A group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205).

Found in P. L. 94-142, "such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, . recreation, and medical and counseling services...) as may be required to assist a handicapped child to benefit from special education (20 U.S.C. sec. 1401 (17), 1975

KEY - those services be provided in a way that enhances the student's ability to benefit from special education.

3.0 Team Structure

Utley (1992) defines team structure as the way teams are organized and managed, as well as what roles and responsibilities each member assumes.

Since a team is a group of people, it is important for the members of the team to realize that teams have critical variables that influence the

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team's decision making. Group process has been studied for years in the business world (Walter, 1984; Berkowitz, 1978; Fisher, 1974). This information is very valuable for future team members providing services for students with disabilities.

3.1 Critical Variables of Team Structure

- Characteristics of team members - The most powerful determinant of a particular team decision is the composition of the team - the values, attitudes and backgrounds of the team members. Diversity in a team's membership is positive and contributes to the general outcome of a group decision.

- Nature of the Task - The problem to be addressed and the experience, knowledge and values of the group heavily influence the outcome. There should be a match between the features of the task and the capabilities of the members. A team decision can be effective if the team members are capable of meeting the group task.

- Team Cohesiveness - The tie that binds the group together. Cohesion develops when membership on the team is rewarding to the individual member. People want to feel good about team accomplishments. An interesting occurrence is that too much cohesion can have a negative effect on decision making.

- Team Size - The number of members on a team can bring about certain group behaviors.

    - Large teams - tend to be more productive and develop higher quality products. Membership on large teams tend to generate more

Transparency #3

CRITICAL VARIABLES OF TEAM STRUCTURE

— Characteristics of Team Members

— Nature of the Team Task

— Team Cohesiveness

— Team Size

— Communication

— Leadership

ideas and options and disagree more frequently. However, there is a tendency for subgroups to form within larger teams and cause less cohesion.

- Small teams - give more opportunity for leadership and more membership satisfaction. However, there are greater responsibilities for individual members due to fewer members.

- Communication - is an important determinant of a team decision. It is the basis of the team's entire organization and functioning. Communication is the most frequently identified problem within a team.
  - Patterns of communication linkage form the basic structure to a team. They can be formal and informal.
  - Time is essential to establish communication and adhere to the team's problem solving process.
  - To be effective, all members of the team should contribute to the discussions.
  - Communication requires that a person analyze the situation and be articulate with their communication.
  - Commitment to the team by the individual member enhances their need to communicate. If a problem arises that a team member feels strongly about, then they will communicate.
  - Communicate about problems. Once problems/ conflicts are brought out in the open, they appear less significant.

  - Honesty is critical to team communication. There is a place for criticism, as well as neutrality, but neither of these used constantly is healthy for a team.

  - Feedback given to team members will cause changes in their participation. Positive feedback increases communication, negative feedback decreases communication. Members who tend to be talkative generally promote their solutions to the problem.

- Leadership - is a very critical aspect of a team. Leaders can be formal such as an appointed leader. An informal leader arises from the team naturally. There are many styles of leadership. Within a team, the style of leadership is critical to an effective problem solving process.

  - Democratic leadership - Works with the team to make decisions.

  - Authoritative leadership - Dictator of the team.

  - Laissez faire leadership - No guidance, just part of the team.

  - Sometimes there are two leaders - one a task leader to get things done...the other is the socioemotional leader that promotes positive relationships in the team.

3.2 Problem Solving

Teams serving children with multiple disabilities must develop strategies for solving problems and challenges. Below are steps that will help a team to problem solve.

- Identifying the Challenge. Allow time for a brief airing of everyone's view concerning the problem. Compile a list of important factors that help to define the problem.

- Idea Generation. Brainstorm ideas without any discussion as to the specific solution. Each member should present a possible solution without regard to constraints such as money, time, personnel, etc.

- Solution Evaluation and Selection. Discuss each of the ideas generated and evaluate them. This should lead to the selection of a solution. Be sure and examine all possibilities and stay away from the old cliches, "that's the way we did it last year" or "no, we've tried that before."

- Exploiting Conflict. Conflict can be positive! Positive conflict should be based on facts as they relate to the problem and not to the likes and dislikes of the personalities of team members. Try not to place blame on an individual member. Continue to look for solutions to the specific problem.

Transparency #4

PROBLEM SOLVING

1. **Identify the Challenge**
2. **Idea Generation**
3. **Solution Evaluation & Selection**
4. **Exploiting Conflict**

- -

Activity #2: Role Playing as a team to problem solve. A situation will be described for your team to role play and problem solve.

- -

4.0 Team Membership: Their Roles and Responsibilities

As stated by Downing and Bailey, (1990) students with multiple disabilities "typically have difficulties in behavioral control, communication and language skills, hearing, intellectual functioning, motoric development, and visual skills" (p 259). Due to the nature of these challenges a multitude of professionals are necessary to meet the unique combination of problems seen in an individual child. This section will look at the various roles and responsibilities individual members possess. To begin, the following points are made to describe team membership in general.

- Team membership is based on the needs of each individual student. Some students require physical therapy, speech/language therapy, occupational therapy, etc. Students with hearing and vision problems should receive support from specialists in areas such as orientation and mobility, communication, etc.
- The parent(s) are essential to integrated team programming. Without parental membership, team effectiveness is at best limited.
- The teacher is recognized as the "educational synthesizer" (Bricker, 1976) and coordinator of the integrated programming team in a school setting. Generally, the teacher has contact with each team member, especially the parents, when a home-school communication system is established. The "educational synthesizer" is the critical member to insure follow-up and generalization.

Transparency #5

TEAM MEMBERSHIP

- **Based on the needs of the student**
- **Parents (caregivers) are essential team members**
- **Teacher serves as coordinator**

Core Members

Communication Specialist/Speech Language Pathologist
Parents
Occupational Therapist
Physical Therapist
Special Education Teacher

Auxiliary Team Members

Audiologist
Doctor
Nurse
Rehabilitation Engineer
Nutritionist
Orientation and Mobility Trainer
Psychologist
Special Education Administrator
Vision Specialist

4.1 Core Team Membership: Roles and Responsibilities

The roles and responsibilities for each team member are never cut and dry. They tend to overlap and become more unclear as individual members expand their experience. Also, specific team members might have expertise and training in a specific area such as feeding, or orientation/mobility.

In general, most school districts have a core team that is available to a student with multiple disabilities. Often physical and occupational therapists are employed as regular consultants. The following list of core team members as defined by Campbell (1987) will help to delineate

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each team member's roles & responsibilities.

- **Communication Specialist/Speech Language Pathologist:** Contributes information regarding the structure of the face, mouth, respiratory system in relating to the student's ability to speak. This team member identifies the need for an augmentative communication systems and the receptive and expressive forms, functions and content.
- **Parents:** Provides knowledge of the child's needs in all areas and identifies motivational techniques for their child. They are responsible for the ultimate generalization of skills and provides lifelong care.
- **Physical Therapist:** Contributes information regarding positioning and handling, adaptive equipment and motor skills. Their concerns focus on potential damage due to improper positioning, muscle tone, range of motion and functional use of movement.
- **Special Education Teacher:** Determines instructional methods for learning, task adaptations, classroom management of schedules, personnel, community based instruction, etc. Additionally, the teacher synthesizes related services into the students instructional programs and evaluates the effectiveness of programming.
- **Occupational Therapist:** Contributes insight to the functional use of movement for the students self-care, recreational/leisure and vocational skills. This specialist provides information on adaptive devices for activities of daily living such as feeding, dressing, toileting, etc.

4.2 Auxiliary Team Members and Their Expertise

Auxiliary team members serve on an as needed basis and are almost always hired as consultants. Often, they are only found in metropolitan areas and serve students quite a distance away. Specialists in the medical field (pediatric neurologist, pedodontist, etc.) can often be found in very large cities with membership on a team being served through written reports. Auxiliary team membership can change on an "as needed" basis depending on new challenges that arise.

- **Audiologist:** Determines the student's hearing capacity and recommends hearing aids if needed. This professional contributes information concerning the rehabilitation of the hearing skills necessary for communication.
- **Medical team members--Doctor/Nurse:** Provide knowledge of emergency procedures, specialized care for specific medical problems and medications such as procedures for giving medications/effects of medications. This specialist assists team members to recognize specific behavioral and/or physical changes that require medical attention.
- **Nutritionist:** Acquaints the team regarding the principles of nutrition, measurement systems and information to meet special needs.
- **Special Education Administrator:** Provides support for the individual team members as well as facilitates the team in establishing a district philosophy, curriculum and determine inservice training needs.

- **Psychologist:** Specializes in counseling, education and/or other areas. They determine cause and effect of overt behavior, techniques for controlling behavior and therapy for individuals with special needs as well as contribute information on development and learning.

- **Rehabilitation Engineer:** Provides knowledge of computer assisted instruction and other electronic devices. This specialist determines specific adaptations of computer programs and equipment needed to meet the student's individual needs.

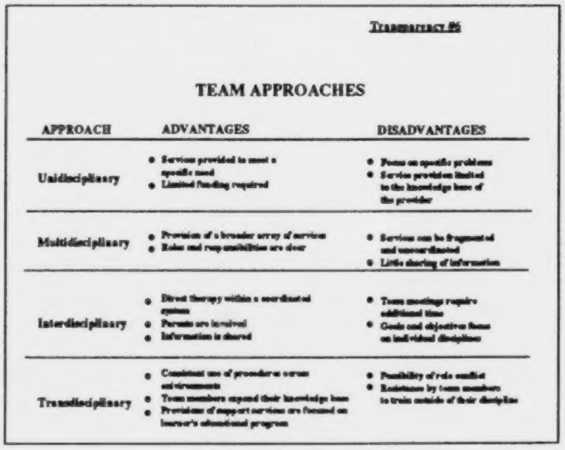
- **Vision Specialist:** Determines the student's visual capacity, field of vision, and recommends vision prostheses and adaptive visual aids.

Activity #3: Accessing additional roles and responsibilities of team members. Write any additional questions or requests for information concerning any discipline/profession on the note paper distributed.

5.0 Team Approaches Utilized to Deliver Services

Due to the multiple and diverse needs of students with hearing/vision and/or severe disabilities, a number of individuals are needed to provide the necessary array of services. Isolated provision of services (speech therapy, physical therapy, etc.) can result in the student's program being fragmented. This fragmentation is not only ineffective in providing services, it is also very confusing to a family and costly to everyone involved.

Parents and professionals working together as a team may prevent the fragmentation that may occur. In forming a team, there are several



Transparency #6

TEAM APPROACHES

APPROACH	ADVANTAGES	DISADVANTAGES
Unidisciplinary	• Services provided to meet a specific need • Limited funding required	• Focus on specific problems • Service provision limited to the knowledge base of the provider
Multidisciplinary	• Provision of a broader array of services • Roles and responsibilities are clear	• Services can be fragmented and uncoordinated • Little sharing of information
Interdisciplinary	• Direct therapy within a coordinated system • Parents are involved • Information is shared	• Team meetings require additional time • Goals and objectives focus on individual disciplines
Transdisciplinary	• Consistent use of procedures across environments • Team members expand their knowledge base • Provisions of support services are focused on learner's educational program	• Possibility of role conflict • Resistance by team members to train outside of their discipline

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approaches that can be taken. A team can use a multidisciplinary approach, an interdisciplinary approach and/or a transdisciplinary approach (Hirschfeld and Linhart, 1984). A description of several different team approaches follows.

Unidisciplinary approach: Cannot truly be classified as a team approach. Specific services are provided by an individual for a specific problem, without the input from parents or professionals.

Example

Student is receiving services from the occupational therapist to correct feeding problems. There is no input regarding nutrition, communication and/or motor movements.

Advantages:

- Services are provided to meet specific problems.
- Used when limited funds are available.

Disadvantages:

- Service delivery system is extremely limited to the knowledge base of the provider.
- Focus is channeled toward the specific problem being remedied.

Multidisciplinary approach: Team of various professionals who provide their services independently of one another. Each professional focuses on their specific area of expertise. Each professional assesses their specific area and provides direct services to the student and/or family. Each professional determines the specific goals and objectives for the child in that particular area and may write separate IEPs.

Example

The student goes to physical therapy two times per week (in the PT room), speech/language therapy three times per week (in the speech room) in addition to the services provided in the special education classroom.

Advantages:
- Several professionals providing a broader array of services.
- Roles and responsibilities of each professional are clear.

Disadvantages:
- Services provided to the child and family may be fragmented and uncoordinated.
- There is little sharing of information across professional disciplines.

Interdisciplinary approach: Team comprised of parent(s) and professionals sharing information and planning a coordinated service delivery system. Team meetings are held to discuss assessment information and develop an IEP. Parent(s) and professional team members interact on a formal or informal basis, but professionals continue to provide direct services to the student and family. Each team member retains specific objectives for their specific discipline.

Example

> Student receives physical therapy in the classroom by the PT twice per week (working on grasping a wooden peg), speech/language therapy (working on pointing to zoo animals) in the classroom by the speech pathologist three times per week in addition to the services provided by the teacher in the special education class (working on grasping objects to indicate choice of leisure activities). All team members meet on a quarterly basis to coordinate the services.

Advantages:
- Several professionals providing direct therapy within coordinated service delivery.
- Parents are directly involved in the decision-making process.
- Information is shared by parent(s) and professionals to develop a coordinated individualized educational program.

Disadvantages:
- Team meetings require additional time commitment of each member.
- Goals and objectives are focused on individual disciplines of the team members and not on the child's educational program.

Transdisciplinary approach: A team of parents and professionals utilizing the transdisciplinary approach share information with team members across disciplines and train one another to use specialized skills in order to enhance the student's educational program. Team members meet to develop and plan an individualized education program. The sharing of information and training of skills insures there will be consistency across the student's program (Sears, 1981; Powell et al 1985, Downing & Brent, 1990; Utley, 1992).

Example

The student's goal is to purchase and drink a soft drink from a fast food restaurant. The physical therapist, speech pathologist and parent accompany the student and teacher to the community training site to determine the skills necessary to accomplish this goal. This information will be shared by the team. Team members will train one another to use specific procedures to develop the motor, self-help, social and communication skills needed to meet the educational goals. Parents and teachers will provide input regarding motivation, choice selections, behavior management and other related information. Therapists, parents, and teachers should be interchangeable as interventionists in training. Individual therapies are retained as needed for specific problems.

Advantages:

- Student benefits from consistent use of appropriate procedures from all team members across all domains and environments (home, school, community).
- Team members benefit by expanding their knowledge base.
- The educational program is focused on the student's educational goals.

Disadvantages:

- Possibility for role conflict exists.
- Resistance by team members to train outside of their discipline.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model

In an Isolated Therapy Model as described by Nietupski, Scheutz & Ockwood (1980), the provision of related and/or supportive services are separate from the provision of educational services in both a physical and/or programmatic way.

Examples

Physical Isolation: Speech therapy provided in a separate speech therapy room.

- Physical therapy provided behind a partition in the Special Education classroom.

Programmatic Isolation: Teacher is training the student to use sign language and the speech

Transparency #1

ISOLATED THERAPY	VS	INTEGRATED THERAPY
Communication Barriers		Therapists serve as consultants
Isolated Skills		Professionals welcome training
Instruction not in "real" Environment		Parents appreciate coordination
Fragmented		Students benefit from coordination

pathologist is working on Blissymbols with the student.

- Physical therapist is working on range of motion exercises and the teacher is having difficulty getting the student to grasp a cloth and wipe the table.

Problems associated with the isolated model:

- Fragmentation. Related services provided in isolation can result in programs that are confusing and/or ineffective for the learner. For example the teacher is working on a pointing response when making a choice and the speech therapist requires the child to touch the object.

- Communication Breakdown. Due to the physical isolation of providing related services using the Isolation Therapy Model often there exists little communication among the professionals and parents. Lack of communication between the related service providers and the teacher and parents can result in delay of skill acquisition, loss of generalization and frustration on behalf of the learner. For example, it is crucial that positioning and handling techniques be carried over into the classroom and home in order to prevent future problems.

- Splinter Skills. Utilizing the Isolated Therapy Model may result in non-functional splinter skills for the learner. For example, the occupational therapist is training the learner to button using a dressing board in the therapy room, while the parents are expressing difficulty in the learner buttoning his coat.

- Instruction in Artificial Environments. Often therapy is conducted in the "therapy room " away from the classroom or other "learning environments". For example, the classic stairs to nowhere are used in training mobility. Other examples include plastic fruit, pictures and simulated store fronts.

Examples

Physical Integration: Communication goals to express "choice" and "more" are taught during a feeding routine in the school cafeteria.

Programmatic Integration: Physical therapy goals of extending the arm are trained during a community trip to McDonalds as the money is extended to the cashier.

Benefits of the Integrated Therapy Model:

* Therapists Serve as Consultants - Due to the unique needs of the learner, allowing therapists to serve in a consultant role across activities and settings increases the likelihood of successful programming. Training the primary interventionist extends time on objectives previously worked on in the therapy setting.

* Specialized Training Shared - Professionals and parents welcome information and/or skills that will enhance the educational programming for the learner.

* Parent Participation - Including parents as an integral part of the Integrated Therapy Model greatly enhances the educational program of the learner as well as increases the chances for generalization into the home setting. Emphasize that an Integrated Therapy Model without parental involvement is at best only half implemented.

* Coordinated Efforts - Integrated therapy enhances coordination of services with a focus on the educational goals and objectives designed for the learner. When utilized in conjunction with a community based functional curriculum generalization of skills becomes the responsibility of the team and not the learner.

7.0 Process for Developing the Integrated Therapy Model

7.1 Basic Premises of an Integrated Therapy Model

It is critical that the IEP goals and the integrated therapy model are based on a functional curriculum. In determining the major goals for an individual student utilizing a functional curriculum, a parent inventory should be completed and a future's planning meeting should be held. Through these two sources of information, the major goals for the IEP are identified. Information regarding parent inventories can be found in the literature describing functional curriculum. One resource describing future's planning is It's Never Too Early, It's Never Too Late, A Booklet About Personal Futures Planning.

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St. Paul, Minnesota 55101

Transparency #8

BASIC PREMISES OF AN INTEGRATED THERAPY MODEL

1. **Team members must possess current knowledge and skill in their discipline**
2. **Goals are based on Futures Planning and Parent Inventory**
3. **Based on Functional Curriculum**
4. **Each discipline is focused on student's needs relevant to educational programming**
5. **Therapists require large blocks of time**
6. **One member per discipline per team**
7. **Administrative support is essential**

A very structural and systematic process for developing Integrated Programming for students with severe disabilities has been written and published by Giangreco, Cloninger and Iverson (1991). Check the reference section for an address to order the C.O.A.C.H. (Choosing Options and Accommodations for Children with Handicaps).

Transparency #9

MONDAY	WEDNESDAY	FRIDAY
Class A 4 hrs. (8:00-12:00)	Class A 2 hrs. (1:00-3:00)	
	Class B 2 hrs.	Class B 4 hrs.

8:00-9:00 School entrance\hallway
Cafeteria

9:00-11:00 Community Based Training
- McDonalds
- Bowling
- YMCA
- Walmart

11:00-12:00 Regular class integration

1:00-3:00 Vocational Training
- School library
- School cafeteria
- School gym (laundry)

P. T. Block Schedule - 12 hrs. per week
Total of 6 students - 2 classrooms, 2 - separate schools

Administrative support of the integrated therapy model allows team members flexibility and time to interact effectively. To facilitate scheduling, therapists should be assigned to whole classes in large blocks of time. This is called Block Scheduling. This allows the therapists to assist in training during various activities during the school day instead of only coming from 9:00 - 9:30

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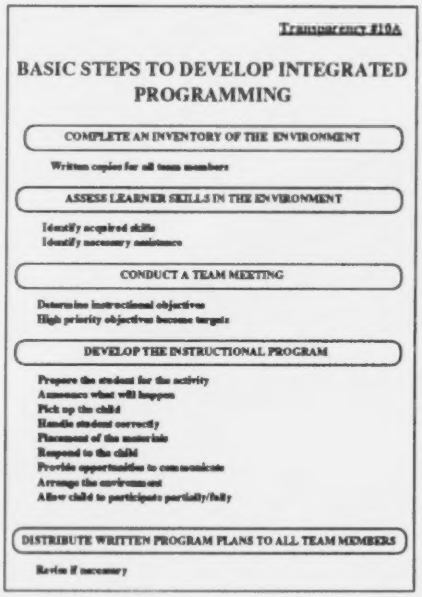
two days per week. Large blocks of time will also allow the therapists to travel with the student(s) during community-based training. This would allow the speech pathologist to work on communication for example at McDonald's or physical therapist to train walking up stairs at the mall. Meetings should be an integral part of the schedule.

7.2 Basic Steps

According to Rainforth and York (1987), there are several basic steps in developing integrated therapy. With the basic premises of the integrated therapy model in place, the team begins to plan their integrated therapy.

The first step in planning the integrated therapy model is to prioritize the educational goals for the learner. It is critical to consider goals that are age-appropriate, needed in a number of environments, have opportunities to generalize, and benefit the learner over time. (Brown, et al, 1984). For example, based on the parental inventory, a kindergarten age child with deaf/blindness throws tantrums when taken to the grocery store. Appropriate behavior on a community based setting becomes a priority education goal.

Once goals are prioritized, the second step is to complete an inventory of the environment where the activity will be carried out to achieve these identified goals. When possible, two or more team members visit the site and determine the skills necessary to function within that environment. After completing the inventory, copies are made available to each team member to review the sequence and revise when necessary. During this step, the teacher and the speech pathologist visit the grocery store to determine the sequence of events needed to complete a



Transparency #10A

BASIC STEPS TO DEVELOP INTEGRATED PROGRAMMING

COMPLETE AN INVENTORY OF THE ENVIRONMENT

Written copies for all team members

ASSESS LEARNER SKILLS IN THE ENVIRONMENT

Identify acquired skills
Identify necessary assistance

CONDUCT A TEAM MEETING

Determine instructional objectives
High priority objectives become targets

DEVELOP THE INSTRUCTIONAL PROGRAM

Prepare the student for the activity
Announce what will happen
Pick up the child
Handle student correctly
Placement of the materials
Respond to the child
Provide opportunities to communicate
Arrange the environment
Allow child to participate partially/fully

DISTRIBUTE WRITTEN PROGRAM PLANS TO ALL TEAM MEMBERS

Revise if necessary

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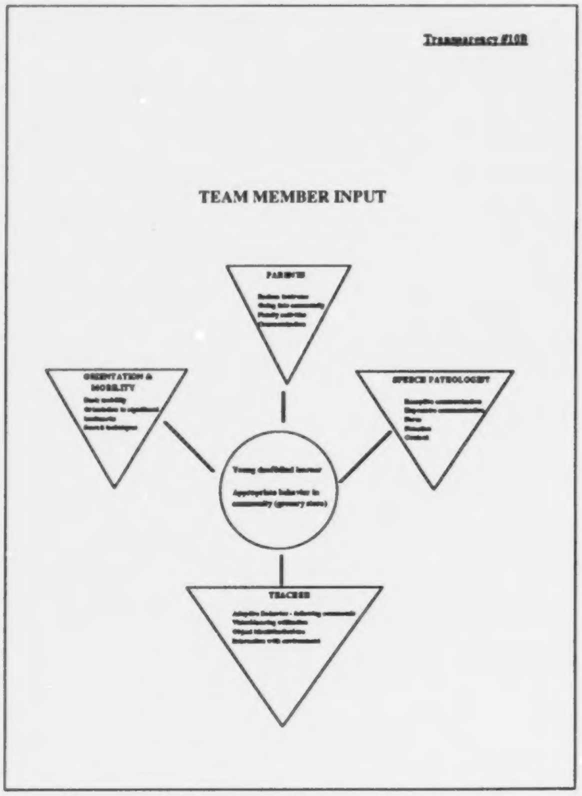
trip to the grocery store. Brown et al. (1982) suggests a simple format for recording the environmental inventory. See Appendix B.

The third step of the process is to determine what skills the student can perform to complete the activity identified in the environmental inventory. Again, two or more team members assess the child in the identified environment. Through this step, team members also determine how much assistance will be needed to complete the activity. Using an Adaptation Hypothesis/Discrepancy Analysis form suggested by Goodall (1991) will be helpful in this step. *Utilizing such a form will point out the need for adaptations, performance strategies, or the use of partial participation to assist the student to complete the activity. This should insure individualization. During this step, the teacher and Mom take the child to the grocery store to observe what the child actually does on a shopping trip to the grocery. For example, a plus is given when she pushes the door open. A minus is given when she does not make a choice between grapes and tissue.

It is important for each team member to keep the focus on the child's functional educational goals and not to look at his/her professional objectives as separate. Individual objectives obtained from prior assessments are presented by team members and then infused into the activity. High priority objectives become the initial objectives of the training program. During this team meeting each member suggests objectives for the child based on the educational goal of appropriate behavior in the community setting. For example, the speech pathologist would infuse objectives for the child's communication. This would include receptive communication cues to let her know what is happening, such as hand signs for "open", "walk", "cookie",


Transparency #10B

TEAM MEMBER INPUT

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"balloon" (given to all kids at this store), "wait" and "money".

Object cues: keys for bus, wallet for shopping.

Expressive communication skills: touch food items for choice, reaching out for balloon.

The orientation & mobility instructor: use of sighted guide in parking lot, trailing when walking down the aisles.

The teacher: reduction of tantrums in a store.

Following directions: time to go; put away.

Parents: holding your hand while walking in the store.

Reduction of tantrums.

The next step in the process is to develop the written instructional program. This can be done through a variety of techniques including task analysis, task sequence, scripting, and routine analysis. The written instructional program will describe the activity including target skills that have been identified as priority objectives. However, if state regulations require such, a separate IEP document may be written using the objective identified. Critical strategies to be included in the program described by Stremel (1991) are as follows:

- Prepare the learner for the activity
- Announce what will happen
- Handle and position the learner correctly
- Placement of materials
- Responsiveness
- Opportunities to communicate
- Special adaptations
- Partial participation

- Provide appropriate feedback
- Provide consistent prompts/cues
- Wait
- Encourage peer and/or sibling interaction

Examples

* Prepare the Child for the Activity - Anything done to the child to ready or prepare the learner for the upcoming routine or activity. This may include the following: putting in the hearing aides, putting on glasses, conducting exercises or relaxation and or placing a support under the head. For our example child, putting in the hearing aides would be critical.

* Announce What Will Happen - Letting the learner know what is going to happen. Due to the nature of some learners, this maybe a verbal , touch or object cues. For example give the child a wallet paired with "We are going to the store."

* Handling/Positioning - Placement of the learner in a position that creates adequate support and where the body is in correct alignment. For example, the child who is deaf-blind must be reminded with a touch cue to lift his/her head.

* Placement of Materials - Materials are placed in such a manner as to facilitate goals/objectives for that learner or to help the learner with a specific task. For example, if the child is learning a searching pattern when objects are dropped - accidentally drop a coin at the counter.

* Responsiveness - The caregiver responds to the learner's agenda through a communication interaction or a joint activity initiated by the learner. For example, the child and

teacher are playing with the balloon given to the child while riding the bus - the child pushes away the balloon & taps your leg. The teacher responds by tapping the child's leg & beginning their tickling game.

- Opportunities to Communicate - Set up the situation such that the learner must indicate choices, preferences, needs wants, feelings, etc. During the visit to the grocery store, the child should have 20 or more opportunities to communicate. For example, making choices: balloon - orange, requesting more: playing tickle game - stop - wait.

- Special Adaptations - Anything done to the natural environment to adapt it for the learner. For example: Initially, you may use special check-out, not having to wait. Then, gradually help the child to wait to purchase his food.

- Partial Participation - Assisting the learner to participate in the activity to the extent to which he/she is able. For example, child unzips pouch, teacher gets money from wallet, child extends money to cashier.

- Provide Appropriate Feedback - Reaction to the learner's accomplishments and participation in the activity that can be positive or negative providing the learner with information to complete the activity. For example, rubbing the child's back when "waiting" for balloon.

- Provide Consistent Prompts/Cues - Insure that specific prompts/cues are used by each team member in relation to the specific learner as well as repairing any prompts/cues in a systematic way. For example everyone that approaches the learner uses the touch cue of gently squeezing the learner's shoulder to give him/her information someone is present.

* Wait - During any communication interaction with the learner, wait several seconds to give the learner time to process the information and respond. This is especially important for learners with severe physical and mental disabilities. For example when holding two items for the learner to make a choice, allow the child who is deaf/blind to feel both items, then wait 3 to 7 seconds for a response. If no response is given, repeat the sequence and/or repair your cue.

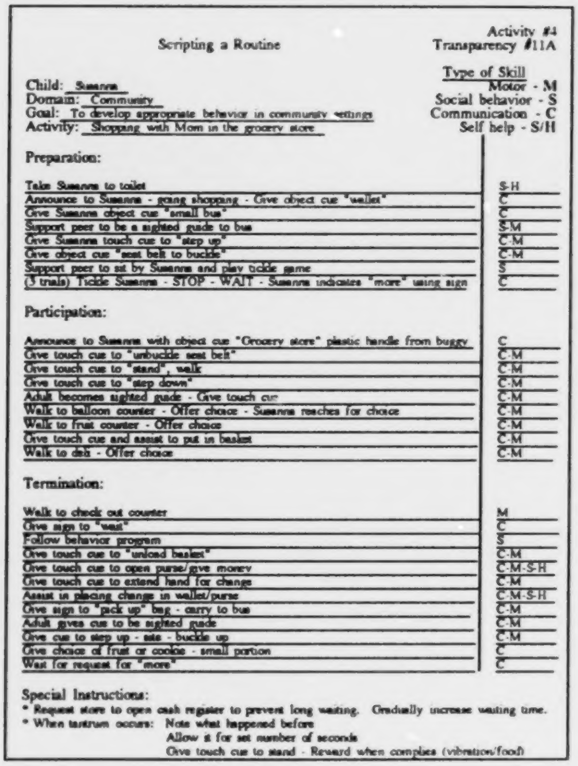
* Encourage Peer and/or Sibling Interaction - Set up situations so that interactions occur between the learner and his/her peers. Train the interacters to use specific prompts/cues to enhance the interactions. For example, a child might serve as a sighted guide.

This scripted routine or task analysis is completed in written form and distributed to all team members. Revisions can be made at any time. Utilize this script or analysis as the basis for instruction in an integrated therapy model. All professionals and parents will follow the basic program adaption as necessary to different environments.

- -

Activity #4: Scripting a Routine. Turn to the following page for Activity #4.

- -



Activity #4
Transparency #11A

Scripting a Routine

Child: Susanna
Domain: Community
Goal: To develop appropriate behavior in community settings
Activity: Shopping with Mom in the grocery store

Type of Skill
Motor - M
Social behavior - S
Communication - C
Self help - S/H

Preparation:

Take Susanna to toilet	S-H
Announce to Susanna - going shopping - Give object cue "wallet"	C
Give Susanna object cue "small bus"	C
Support peer to be a sighted guide to bus	S-M
Give Susanna touch cue to "step up"	C-M
Give object cue "seat belt to buckle"	C-M
Support peer to sit by Susanna and play tickle game	S
(3 trials) Tickle Susanna - STOP - WAIT - Susanna indicates "more" using sign	C

Participation:

Announce to Susanna with object cue "Grocery store" plastic handle from buggy	C
Give touch cue to "unbuckle seat belt"	C-M
Give touch cue to "stand", walk	C-M
Give touch cue to "step down"	C-M
Adult becomes sighted guide - Give touch cue	C-M
Walk to balloon counter - Offer choice - Susanna reaches for choice	C-M
Walk to fruit counter - Offer choice	C-M
Give touch cue and assist to put in basket	C-M
Walk to deli - Offer choice	C-M

Termination:

Walk to check out counter	M
Give sign to "wait"	C
Follow behavior program	S
Give touch cue to "unload basket"	C-M
Give touch cue to open purse/give money	C-M-S-H
Give touch cue to extend hand for change	C-M
Assist in placing change in wallet/purse	C-M-S-H
Give sign to "pick up" bag - carry to bus	C-M
Adult gives cue to be sighted guide	C-M
Give cue to step up - sits - buckle up	C-M
Give choice of fruit or cookie - small portion	C
Wait for request for "more"	C

Special Instructions:
* Request store to open cash register to prevent long waiting. Gradually increase waiting time.
* When tantrum occurs: Note what happened before
Allow it for set number of seconds
Give touch cue to stand - Reward when complies (vibration/food)

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Activity #4

Transparency #11B

Scripting a Routine

Type of Skill

Motor - **M**

Social behavior - **S**

Communication - **C**

Self help - **S/H**

Child: ____________________

Domain: ____________________

Goal: ____________________

Activity: ____________________

Preparation:

Participation:

Termination:

8.0 Implementing the Integrated Therapy Model

The key to implementing an Integrated Therapy Model is the sharing of information and skills across disciplines. According to Lyon and Lyon (1980), this sharing is accomplished through a role release strategy.

The role release strategy is defined as the sharing of information and skills between two or more members of a team. In utilizing this approach, various roles and responsibilities are shared and accepted across team members. Role release can be accomplished at different levels according to the needs of the learner and the team members.

Transparency #12

ROLE RELEASE

"Sharing of information and skills between two or more members of a team"

Levels of Role Release

Sharing of General Information

Provide other team members with basic information

Sharing Specific Knowledge

Teach team members specific information to assist in making decisions

Sharing Performance Competencies

Train team members to implement specific program procedures

8.1 Levels of Role Release

- **Sharing of General Information**

General information sharing allows team members the opportunity to acquaint each other with basic facts regarding their disciplines. Such information is helpful in increasing the awareness level of the team membership.

Examples

The speech pathologist would describe the various augmentative communication systems available for students who are non-verbal.
The Mom shares a list of foods that the child enjoys eating.

Ways to Share General Information

Written Communication - Information containing basic knowledge can be found in a number of forms such as pamphlets, articles, fact sheets and catalogs.

Oral Communication - Presentation of information orally can be done in a formal or informal setting. Formal presentations might include conference sessions, poster sessions and lectures. Informal sharing of information may occur within a team meeting or on a one-to-one basis.

- **Sharing Informational Skills**

This level of role release allows the receiver to make judgements or assist in making decisions. The information shared is much more in-depth knowledge regarding specific skills. Such information is helpful in making a team decision instead of an individual member making the decision.

Examples

The communication specialist presents a workshop to team members that provides knowledge of the levels of communication development. The physical therapist provides instructional videotapes of problems students might display when eating in order for team members to identify feeding problems.

Ways to Share Informational Skills

Written Communication - Information shared at this level of in-depth knowledge using written communication would include books, book chapters, manuals and training modules.

Oral Communication - To provide adequate knowledge in order to share informational skills would require such activities as workshops, in-service training seminars, and university courses.

Audio/Visual Presentations - The use of training videotapes with manuals are a great method to share informational skills. Both professional and informal videotapes can be utilized to share information. Videos can be taken home for review by team members.

- **Sharing Performance Competencies**

This highest level of role release is to train a team member to perform a specific action/skill. For an integrated team model to be implemented, the sharing of performance competencies must be accomplished.

Examples

The teacher trains Mom and Dad to use jaw control methods to assist their child in eating. The physical therapist demonstrates the relaxation techniques to use before requiring the child to participate in sorting clothing to do the laundry.

To train another team member to carry out a performance competencies requires coaching.

Coaching - is defined as training of a team member to perform competencies that enable a student to acquire IEP goals and objectives. Coaching requires exchanges on a regular basis with the coach (role releasor) and the team member being trained (implementor).

Coaching steps

* Explain the Purpose - before a team member is trained. The trainer (role releasor) should give a detailed description and purpose for the method/ procedure. This should assist the implementor in understanding the mechanics and

Transparency #13

BASIC STEPS IN COACHING

1. **Explain the purpose and methods**
2. **Demonstrate/Model the procedures**
3. **Observe the implementor**
4. **Provide feedback**
5. **Repeat until competence is achieved**

allow him/her to recognize problems that might arise. Using the example of programming an electronic augmentative communication device, the trainer would describe how the device stores the information and how it is accessed.

- Demonstrate/Model the Procedures - Next the trainer should provide a demonstration or model the procedure. Explain that this step might need to be repeated a number of times or video taped for the team member to review periodically. During this step, the trainer would actually show the parents and teacher each step used to program the device. Key words or phrases might be written to serve as a reminder of each step.

- Observe the Team Member that is Being Trained - Once the person being trained feels comfortable, he/she should implement the procedure while being observed by the trainer. This step is important in preventing misuse or inappropriate techniques. Allow the parents and teacher to actually program the device while the speech pathologist is observing.

- Provide Feedback - When observing the team member being trained, it is critical to provide positive feedback. Encouragement is often necessary for the team to succeed. Remember that techniques that are second nature to one person might seem totally foreign to another. The speech pathologist might smile, nod, verbally agree with each step being completed. If necessary, prompt the parents by pointing to the next step.

* Repeat Steps as Necessary

- -

Activity #5: Role Play Coaching Strategies. Utilizing the script completed in activity #4, team members will role play the implementor and coach.

- -

Transparency #14

MAINTAINING A SUCCESSFUL INTEGRATED PROGRAM

Communication

Maintain written communication plans in a central location
Distribute copies of written plans/suggestions
Route notebook between home and school

Team Meetings

Schedule Regularly
Analyze and review data
Utilize group problem solving techniques
Revise learners program

Participation by Each Team Member

Program implementor
Data manager

8.2 Ongoing Responsibilities for Maintaining Integrated Team Programming

After activities have been scripted and team members trained to carry program plans, it is important to maintain the integrated team.

Communication between team members is vital to the success of maintaining the student's program. It should be timely and efficient so that problems are addressed immediately before leading to frustration and failure. Integrated team programming is successful when communication is maintained.

Suggestions for team Communication

- Each team member writes down any questions and concerns at a designated place in the classroom. This allows for each team member to communicate with other members in a timely manner. One does not have to wait for a team meeting.

- Team members can leave copies of written plans/suggestions in a designated place. This can be easily achieved with no carbon required (NCR) paper or the use of a copying machine.

- A notebook or form sent home each day containing achievements, problems, and concerns enhances communication with the parents. The parents return the notebook daily providing input from the home environment and also addressing their achievements, problems and concerns.

Regularly scheduled team meetings are essential in maintaining a successful program. Generally, the teacher plans and facilitates the meetings due to his/her contact with all team members. Team meetings allow the following to occur:

- Analyze and review data,
- Engage in team problem solving, and
- Revise the learner's program.

Although team members share roles and responsibilities, each team member must act individually as a:

- Program Implementor - As the training progresses, each team member would directly work with the child implementing the scripted program. This allows the team member to suggest changes and update data. For example: Twice a month the speech pathologist might take the child into the grocery store and implement the program.

- Data Manager - Collecting data will provide the team with information to revise any program plans. For example: If the child continues to make no progress in making choices - adaptation may be necessary.

- Observer - Each team member is responsible for observing the child across the various settings in order to provide accurate and pertinent information. Direct observation is critical to the success of the program. Team members should observe what is happening before, during & after an activity occurs to determine possible options.

- Problem Solver - Each member is needed to provide input when new challenges arise.

9.0 Evaluation: Posttest

Activity #6: Posttest. Please turn to the following page and complete the posttest.

9.0 Posttest

Activity #6

Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Identify at least five possible members of a team providing services to a learner with severe disabilities.

   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________

2. List the three levels of role release.

   a. ____________________
   b. ____________________
   c. ____________________

3. Outline the five steps necessary in a coaching technique.

   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________

4. Define the following team approaches.
   a. Unidisciplinary -

   b. Multidisciplinary -

   c. Interdisciplinary -

   d. Transdisciplinary -

5. List three benefits of an integrated therapy model.
   a. ____________________
   b. ____________________
   c. ____________________

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Appendix A
Pretest/Posttest

9.0 Posttest Activity #6

Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Identify at least five possible members of a team providing services to a learner with severe disabilities.

   a. parents
   b. teacher
   c. speech pathologist/communication specialist
   d. occupational therapist
   e. physical therapist

   ALSO
   doctor audiologist
   nurse nutritionist
   psychologist
   rehabilitation engineer
   special education administrator

2. List the three levels of role release.

   a. sharing of general information
   b. sharing specific knowledge
   c. sharing skills or performance competencies

3. Outline the five steps necessary in a coaching technique.

   a. explain the purpose
   b. demonstrate/model the procedures
   c. observe the trainee
   d. provide feedback
   e. repeat steps as necessary

4. Define the following team approaches.

   a. Unidisciplinary - not a true team. One service provider, meeting one specific need.

   b. Multidisciplinary - broad array of services and service providers. Each responsible for one particular problem. Little sharing of information.

   c. Interdisciplinary - multiple services and service providers coordinating efforts through team meetings. Specific objectives for specific disciplines.

   d. Transdisciplinary - team of parents and service providers focused on the learner's educational program. Team members train across disciplines.

5. List three benefits of an integrated therapy model.
   a. therapists serve as consultants
   b. parents/professionals welcome information
   c. enhances coordination of services

Appendix B
Sample Forms

ECOLOGICAL INVENTORY STRATEGY GUIDE

Presented below is a guide that can be adapted and used to conduct ecological inventories for several different purposes.

Student: ______________________________

Domain: ______________________________

Environment: ______________________________

Reasons for selecting the environment: ______________________________

Purpose of the Inventory: ______________________________

Subenvironment: ______________________________

Activity 1: ______________________________

Skills: ______________________________

____

____

Activity 2: ______________________________

Skills: ______________________________

____

____

Subenvironment: ______________________________

Activity 1: ______________________________

Skills: ______________________________

____

____

Activity 2: ______________________________

Skills: ______________________________

____

____

Taken from: Lou Brown, Betsy Shirager, Jennifer York, Kathy Zanella, and Patty Rogan, 1984

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student:

Date:

Domain:

Environment:

Subenvironment:

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity:			
Skills 1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Taken from: Goodall 1991

Scripting a Routine

Type of Skill
Motor - M
Social behavior - S
Communication - C
Self help -S/H

Preparation: ____

Participation: ____

Termination: ____

Providing Services

for

Learners with Severe

Disabilities

A Module for Developing Functional Curricular Content

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INTRODUCTION

Students with severe handicaps should receive instruction on activities and skills that lead to maximum autonomy in a variety of environments in the real world. Because one of the goals of special education for students with severe disabilities is to reduce the discrepancies between learners with disabilities and their typical peers, it is necessary to address activities and skills that highlight existing similarities. As discrepancies are minimized, students with severe handicaps will be viewed as productive, valued members of society.

In order to reduce the discrepancies that exist between students with severe disabilities and their typical peers, it is necessary to teach activities and skills that are functional, chronologically age-appropriate, and which will be useful in both current and subsequent environments. A functional curriculum model prepares students with significant disabilities to participate in activities that occur in real world settings.

The Functional Curriculum Module was developed to be used with other modules in the series. The content of the module emphasizes the development and implementation of a functional curriculum. It is recommended that providers who have had experience in implementing a functional curriculum serve as "trainers" for the inservice session. The module was developed as an inservice training tool to assist Trainers to teach parents, professionals, and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.

2.0 Functional Curriculum Development - This section includes a philosophical base and strategies for developing functional curriculum content.

3.0 Differences in Curricular Content for Students With Severe Disabilities - This section provides a comparison between traditional curricular content and functional curricular content.

4.0 Parental Involvement in the IEP Process - This section provides a rationale and strategies for parental inclusion in the educational process.

5.0 Developing Ecological Inventories - This section discusses the rationale and steps necessary to develop ecological inventories.

6.0 Principle of Partial Participation - This section includes a discussion of the importance of partial participation for students with severe disabilities and the development of performance strategies and adaptations.

7.0 Managing Classroom Operations - This section includes a discussion of classroom management techniques.

8.0 Scheduling Activities - This sections provides a discussion and strategies for scheduling functional activities.

9.0 Providing Community-Based Training - This section contains a discussion of the rationale and implementation of community-based training.

10.0 Posttest/Evaluation

The anticipated outcomes of training include increases in trainees' skill to develop and implement a functional curriculum. The trainer should stress that the development a functional curriculum should be governed by common sense and implemented using systematic instruction.

ACKNOWLEDGMENTS

We would like to thank Jan Holston for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear - they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.

OVERVIEW

Functional Curriculum Development

Competencies:

Each trainee will demonstrate knowledge, skills and ability to implement functional curriculum content.

Objectives:

Each trainee will:

1. Demonstrate knowledge of functional curriculum content through discussion and written activities.
2. Demonstrate skills necessary to develop an individualized functional curriculum.
3. Demonstrate the ability to implement a functional curriculum during follow-up.

Trainer Guidelines

GENERAL DIRECTIONS FOR THE SERVICE PROVIDER

Trainer Guidelines

The left side of the guidelines contain instructions and the major points to be made during the lecture format. The Trainee Workbook provides a summary of the lecture. The transparencies that the service provider uses during the lecture are reduced and placed on the right side of the page for easy reference. The service provider will conduct a number of trainee activities throughout the session. The activities have also been reduced and placed on the right side of the guideline pages for quick reference. The service provider needs to make transparencies from the pages entitled transparencies. Any portion of the module can be duplicated.

Appendix A contains the posttest answers. Appendix B contains samples of the forms used for the transparencies. A bibliography specific to functional curriculum development for learners with severe disabilities can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

Trainee Workbook

The trainee workbook contains a synopsis of the content of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook. Each trainee should check their answers after the activity.

The written examples of the activities may be written on notecards for trainer ease in delivery.

1.0 INTRODUCTION

1.1 Goals and Objectives

A. Display **Transparency #1:** Functional Curriculum Overview-Training Competencies and Objectives

B. Refer trainees to page v in the Trainee Workbook

C. Provide an overview of the objectives of the training session. Explain that the trainee will:

- Demonstrate knowledge of functional curriculum content
- Demonstrate skills necessary to develop an individualized functional curriculum
- Demonstrate ability to implement a functional curriculum

1.2 Pretest

A. Handout the pretest (**Activity 1#**) to the trainees

B. Refer trainees to page 1 in the Trainee Workbook

C. Explain the purpose of the pre-posttest. Allow 10 minutes for completion

D. Give trainees the results of the pretest at the end of the training session (Appendix A)

2.0 FUNCTIONAL CURRICULAR CONTENT

2.1 Functional Curricular Content

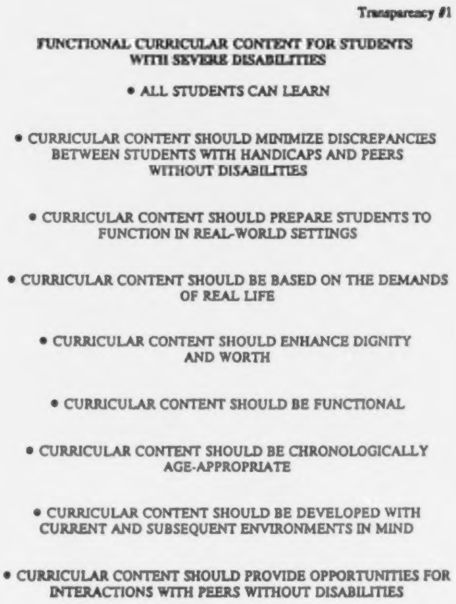
A. Display **Transparency #1:** Explain the content of a functional curriculum for learners with severe disabilities

B. Refer trainees to page 2 in the Trainee Workbook

C. Explain the following points:

A functional curriculum...

- prepares learners with severe handicaps for life in the real-world



Transparency #1

FUNCTIONAL CURRICULAR CONTENT FOR STUDENTS WITH SEVERE DISABILITIES

- ALL STUDENTS CAN LEARN
- CURRICULAR CONTENT SHOULD MINIMIZE DISCREPANCIES BETWEEN STUDENTS WITH HANDICAPS AND PEERS WITHOUT DISABILITIES
- CURRICULAR CONTENT SHOULD PREPARE STUDENTS TO FUNCTION IN REAL-WORLD SETTINGS
- CURRICULAR CONTENT SHOULD BE BASED ON THE DEMANDS OF REAL LIFE
- CURRICULAR CONTENT SHOULD ENHANCE DIGNITY AND WORTH
- CURRICULAR CONTENT SHOULD BE FUNCTIONAL
- CURRICULAR CONTENT SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE
- CURRICULAR CONTENT SHOULD BE DEVELOPED WITH CURRENT AND SUBSEQUENT ENVIRONMENTS IN MIND
- CURRICULAR CONTENT SHOULD PROVIDE OPPORTUNITIES FOR INTERACTIONS WITH PEERS WITHOUT DISABILITIES

- reflects the belief that all learners can achieve
- is based on the demands of adult life in community settings
- enhances the dignity and worth of learners with significant disabilities

D. Discuss the ways in which the message sent to the general public through educational programs can either facilitate or hinder social interactions and public acceptance

- low educational expectations reflected in age-inappropriate materials and skills
- images of competence given through the use of functional, age-appropriate activities

E. Discuss how learners with significant handicaps need to develop long-term friendships and social support and how this is developed through integrated educational services

F. Discuss how communication/social skills instruction is integrated into all areas of a functional curriculum model

- functional activities give the learner something to communicate about

G. Discuss how a functional curriculum is divided into the four domains of everyday life

- our lives revolve around activities in these four domains
- traditional curriculum areas are embedded in the 4 domains (Give several examples of the inclusion of the following traditional curriculum areas in a functional curriculum: fine motor, gross motor, self-help.)
  - range of motion can be taught as part of the activity of rolling a wheelchair into the lunchroom or dressing for physical education

- gross motor skills can be taught as part of activating a microswitch to turn on a toy or blender to prepare lunch

- fine motor skills can be taught as part of eating a meal, brushing teeth, or buttoning clothes

H. Discuss the instruction of functional academics within a functional curriculum and give several examples (instruction of money, time management, color identification, reading, numeral identification, etc.) of the ways in which functional academics can be embedded into functional activities

I. Discuss how a functional curriculum model provides for instruction in real settings where the activity is performed

- facilitates generalization

- give several examples of activities within each domain and where instruction would take place

J. Discuss the ways in which a functional curriculum can provide opportunities for the development of friendships and meaningful interactions with nonhandicapped peers

K. Explain the zero reject philosophy

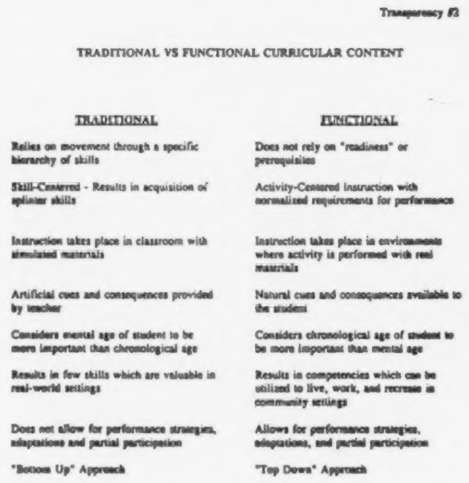
- prevents total exclusion
- mandates services for learners who were previously excluded from school
- free, appropriate public school education for learners with significant disabilities

3.0 DIFFERENCES IN CURRICULAR CONTENT FOR LEARNERS WITH SEVERE DISABILITIES

3.1 Traditional vs Functional Models

A. Display **Transparency #2**

B. Discuss the major differences between traditional and functional curricular content



Transparency #2

TRADITIONAL VS FUNCTIONAL CURRICULAR CONTENT

TRADITIONAL	FUNCTIONAL
Relies on movement through a specific hierarchy of skills	Does not rely on "readiness" or prerequisites
Skill-Centered - Results in acquisition of splinter skills	Activity-Centered instruction with normalized requirements for performance
Instruction takes place in classroom with simulated materials	Instruction takes place in environments where activity is performed with real materials
Artificial cues and consequences provided by teacher	Natural cues and consequences available to the student
Considers mental age of student to be more important than chronological age	Considers chronological age of student to be more important than mental age
Results in few skills which are valuable in real-world settings	Results in competencies which can be utilized to live, work, and recreate in community settings
Does not allow for performance strategies, adaptations and partial participation	Allows for performance strategies, adaptations, and partial participation
"Bottom Up" Approach	"Top Down" Approach

Traditional curriculum models...

- based on data from infants and youth without disabilities
- movement through a specified hierarchy of skills as developmental milestones
- bottom-up approach to curriculum development
- instruction of isolated, splinter skills
- instruction in classroom settings
- objectives formulated from tests assessments based on the normal stages of child development
- mastery of prerequisite skills

Functional curriculum model . . .

- top-down approach to curriculum development
- critical skills to live, work, and recreate in community settings
- allows partial participation in a variety of age-appropriate activities
- training provided in real-world environments
- facilitates generalization
- allows for performance strategies and adaptations

3.2 Activity-Based vs Skill-Based Curriculum Content

A. Display **Transparencies #3 & #4**

B. Discuss/explain the following:

- Skill
- Activity

C. Give several examples of skills which are embedded in functional activities

Transparency #3

ACTIVITIES VS SKILLS

SKILL: Lacing shoes
ACTIVITY: Getting dressed for school (lacing shoes)

SKILL: Use pincer grasp to eat
ACTIVITY: Make and eat snack after school

SKILL: Sort laundry
ACTIVITY: Do laundry

SKILL: Hold spoon appropriately
ACTIVITY: Eat dinner

SKILL: Identify dollar bill
ACTIVITY: Select and pay for purchase in snack shop

SKILL: Identify the color green
ACTIVITY: Cross streets controlled by street lights

Transparency #4

COMPARISON OF TRADITIONAL AND FUNCTIONAL SKILLS AND ACTIVITIES

Age: Elementary

TRADITIONAL	**FUNCTIONAL**
Lace/button cards	Dressing for PE (lace tennis shoes)
	Dressing for school (button shirt)
Zipping on large pillow/form	Zipping jacket for recess
Pour sand from pitcher	Pour milk from carton at lunch into glass/cup
Sort colored chips	Help Mom sort laundry for washing clothes
Put pegs in pegboard	Put money in video game machine

Trainer Guidelines | Transparencies and Activities

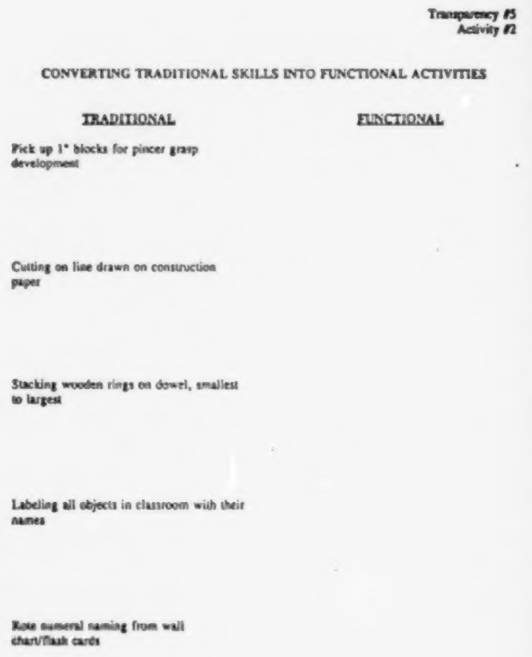
3.3 Converting Traditional Skills into Functional Activities

A. Instruct trainees to turn to page 10 in their Trainee Workbook

B. Display **Transparency #5**

C. State the following . . .

- the purpose of this activity is to convert traditional, developmental skills into functional activities
- please form 2-3 groups and brainstorm activities together
- after completion of this activity we will share our responses with the group



Transparency #5
Activity #2

CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

TRADITIONAL	FUNCTIONAL
Pick up 1" blocks for pincer grasp development	
Cutting on line drawn on construction paper	
Stacking wooden rings on dowel, smallest to largest	
Labeling all objects in classroom with their names	
Rote numeral naming from wall chart/flash cards	

4.0 PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS

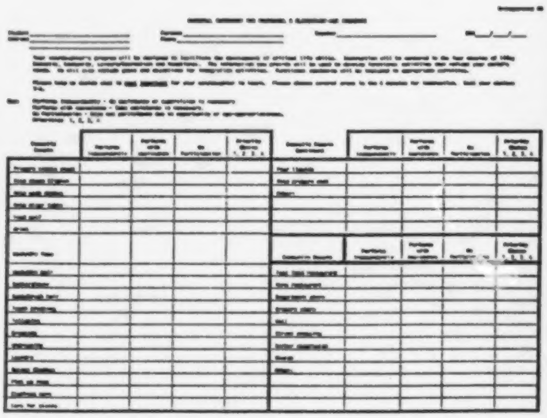
4.1 Parent Involvement

A. Discuss the following points...

- P.L. 94-142 and the impact on parent participation in the educational process
- parents have valuable information to contribute
    - what activities are important to family and which are engaged in frequently
    - level of participation in activities
    - cultural values
- value judgements of parents are important when designing an instructional program (Give several examples of the ways in which value judgements have influenced educational programming)

4.2 Utilizing A Parental Inventory

A. Display **Transparency #6**



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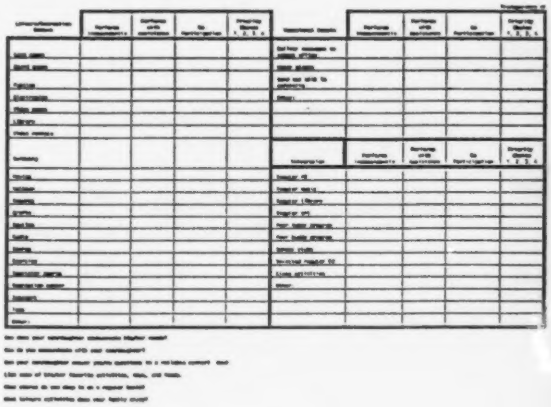
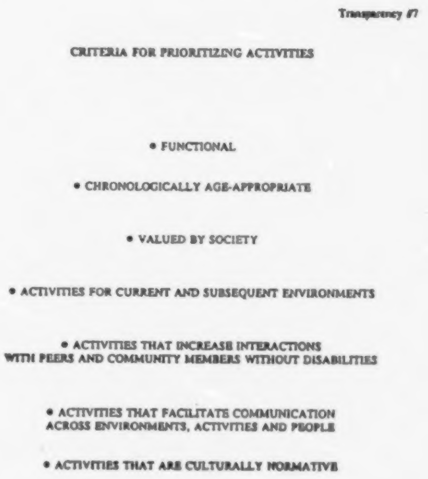
B. Explain the following . . .

- purpose of a parental inventory
  - identification of activities for inclusion on the IEP
  - information regarding student performance
  - family routines
- when/how to complete a parental inventory
  - complete prior to the IEP meeting
  - information should be obtained face-to-face or over the telephone



4.3 Prioritizing Activities for Instruction

A. Display **Transparency #7**



Transparency #7

CRITERIA FOR PRIORITIZING ACTIVITIES

- FUNCTIONAL
- CHRONOLOGICALLY AGE-APPROPRIATE
- VALUED BY SOCIETY
- ACTIVITIES FOR CURRENT AND SUBSEQUENT ENVIRONMENTS
- ACTIVITIES THAT INCREASE INTERACTIONS WITH PEERS AND COMMUNITY MEMBERS WITHOUT DISABILITIES
- ACTIVITIES THAT FACILITATE COMMUNICATION ACROSS ENVIRONMENTS, ACTIVITIES AND PEOPLE
- ACTIVITIES THAT ARE CULTURALLY NORMATIVE

B. Explain the following:

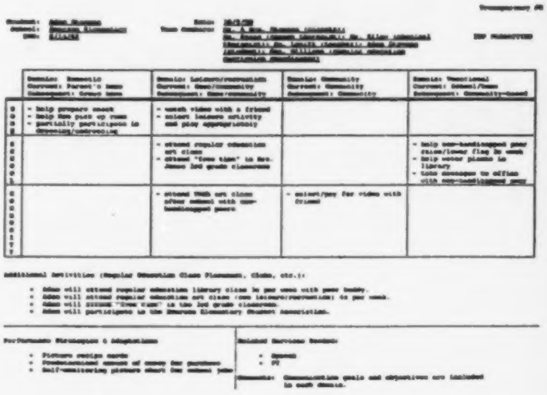
a. Activities should be prioritized using the following criteria (Brown, et al., 1980)

- **functional**
- **chronologically age-appropriate**
- **valued by society**
- **increase in social interactions**
- **critical for current and subsequent environments**
- **facilitate communication**
- **culturally normative**

C. Discuss the following ...

- when selecting activities for instruction, consider the following questions:
  - What do you intend to teach?
  - Why?
  - Why should we engage in this activity?
  - Could the student function without this activity?
  - Am I teaching what I think I am teaching?

D. Display **Transparency #8**



E. Discuss the following . . .

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- activities should be prioritized before developing IEP goals and objectives

- activities should reflect a **normal balance** in all domains for the age of the learner

- Sailor, et al. (1986) suggest the following percentage for classroom, school, and community instruction :

  Ages 3-6
  10% community-based
  25% school-based
  65% classroom based

  Ages 6-9
  25% community-based
  35% school-based
  40% classroom based

  Ages 9-12
  50% community-based
  25% school-based
  25% classroom-based

  Ages 12-16
  75% community-based
  15% school-based
  10% classroom-based

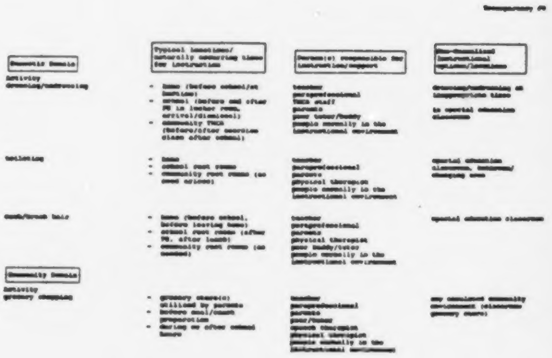
4.4 Developing Normalized Instructional Options in the Four Domains

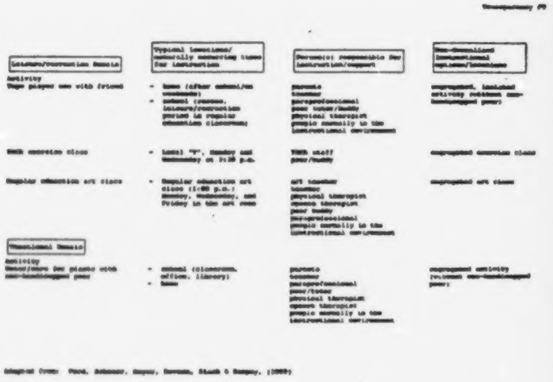
A. Instruct trainees to turn to page 13 in their Trainee Workbook

B. Display **Transparency #9**

C. Explain/discuss the following points:

- after prioritizing activities determine the following for each activity:
  - where instruction will occur
  - naturally occurring times for instruction
  - with whom instruction will occur (Note: Emphasize that common sense should govern instructional decisions)
- instruction should occur in normalized locations at normalized times





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- instructors can include parents, teachers, paraprofessionals, peer tutors, etc.

5.0 DEVELOPING ECOLOGICAL INVENTORIES

5.1 Ecological Inventories

A. Display **Transparency #10**

B. Refer trainees to page 15 in their Trainee Workbook

C. Explain the following:

- purpose of ecological inventories
- information obtained and impact on instructional program development
- stages of ecological inventory
  - identify environments
  - identify subenvironments
  - identify activities
  - identify skills

D. Display **Transparency #11**

E. Explain the content of the ecological inventory shown on the transparency

F. Instruct trainees to turn to page 16 in their Trainee Workbook

G. Display **Transparency #12**

H. Explain the following...

- The purpose of this activity is to develop ecological inventories
- we will complete two ecological inventories together

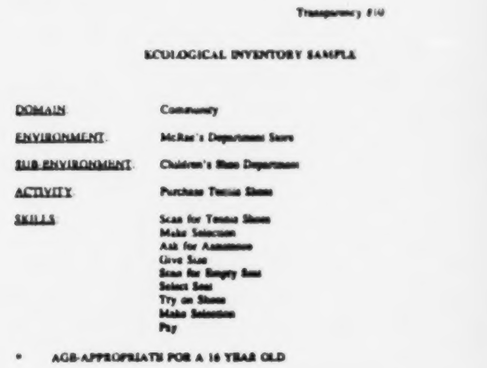
6.0 PRINCIPLE OF PARTIAL PARTICIPATION

6.1 The Principle of Partial Participation

A. Display **Transparency #13**

B. Explain the following:

- participation and inclusion in a variety of activities is crucial for education

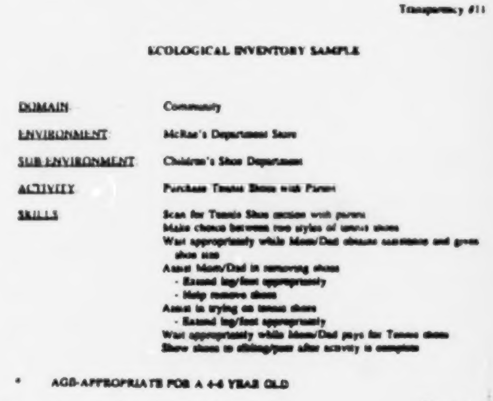


Transparency #10

ECOLOGICAL INVENTORY SAMPLE

DOMAIN: Community
ENVIRONMENT: McRae's Department Store
SUB-ENVIRONMENT: Children's Shoe Department
ACTIVITY: Purchase Tennis Shoes
SKILLS: Scan for Tennis Shoes
Make Selection
Ask for Assistance
Give Size
Scan for Empty Seat
Select Seat
Try on Shoes
Make Selection
Pay

- AGE-APPROPRIATE FOR A 16 YEAR OLD

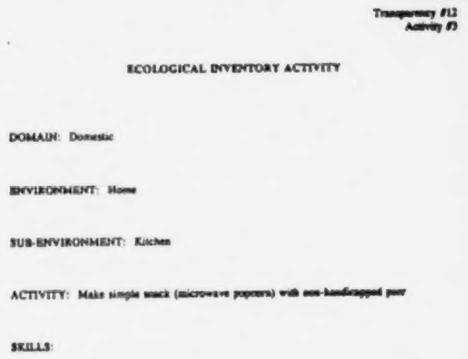


Transparency #11

ECOLOGICAL INVENTORY SAMPLE

DOMAIN: Community
ENVIRONMENT: McRae's Department Store
SUB-ENVIRONMENT: Children's Shoe Department
ACTIVITY: Purchase Tennis Shoes with Parent
SKILLS: Scan for Tennis Shoe section with parent
Make choice between two styles of tennis shoes
Wait appropriately while Mom/Dad obtains assistance and gives shoe size
Assist Mom/Dad in removing shoes
- Extend leg/foot appropriately
- Help remove shoes
Assist in trying on tennis shoes
- Extend leg/foot appropriately
Wait appropriately while Mom/Dad pays for Tennis shoes
Show shoes to sibling/peer after activity is complete

- AGE-APPROPRIATE FOR A 4-6 YEAR OLD



Transparency #12
Activity #3

ECOLOGICAL INVENTORY ACTIVITY

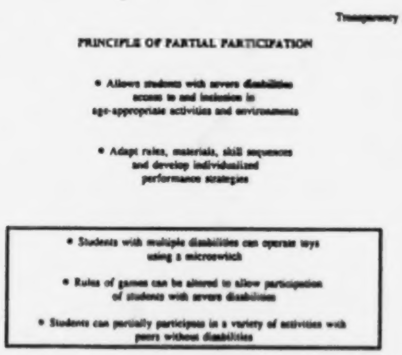
DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:



Transparency #13

PRINCIPLE OF PARTIAL PARTICIPATION

- Allows students with severe disabilities access to and inclusion in age-appropriate activities and environments
- Adapt rules, materials, skill sequences and develop individualized performance strategies

- Students with multiple disabilities can operate toys using a microswitch
- Rules of games can be altered to allow participation of students with severe disabilities
- Students can partially participate in a variety of activities with peers without disabilities

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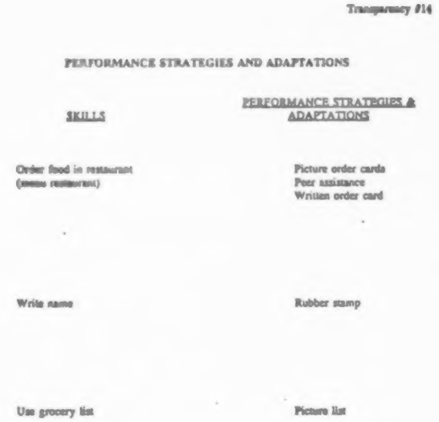
- principle of partial participation
  - we all partially participate in some daily activities
  - learners with significant handicaps should not be denied access to environments and age-appropriate activities because they can not independently perform some activities and skills
- partial participation can include...
  - adaptation of rules (Give several examples)
  - adaptation of materials (Give several examples)
  - adaptation of skill sequences (Give several examples)

6.2 Adaptations and Performance Strategies

A. Display **Transparency #14**



Transparency #14

PERFORMANCE STRATEGIES AND ADAPTATIONS

SKILLS	PERFORMANCE STRATEGIES & ADAPTATIONS
Order food in restaurant (menu restaurant)	Picture order cards Peer assistance Written order card
Write name	Rubber stamp
Use grocery list	Picture list

B. Explain the following points . . .

- performance strategies and adaptations are modifications that simplify the physical or academic demands of an activity to facilitate performance (Wilcox & Bellamy, 1987)
- criteria to be considered when developing performance strategies and adaptations (Give an example of each):
  - effectiveness
  - durableness
  - should not compromise dignity
  - usefulness in a variety of settings
  - individualized

C. Explain the steps necessary to develop appropriate adaptations and performance strategies:

- conduct a person without disabilities inventory
  - how does a person without a disability perform the activity?
- conduct a person with disability inventory

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  - how does the person with a disability perform the activity?
- conduct a discrepancy analysis
  - identify the discrepancies in the performances of the activity
  - identify what skills can be acquired with instruction
  - identify what skills can not possibly be acquired
- develop performance strategies/adaptations for skills/steps that can not be acquired

D. Give several examples of performance strategies and adaptations

E. Display **Transparencies #15 and #16**

F. Discuss the discrepancy analyses shown on each transparency

6.3 Developing Performance Strategies and Adaptations

A. Instruct trainees to turn to page 21 in their Trainee Workbook

B. Display **Transparency #17**

C. Explain that the purpose of this activity is to develop a variety of performance strategies and adaptations to allow learner participation in functional activities

D. Explain that the group will share their responses after completing the activity. The trainer will write several examples on the overhead

7.0 MANAGING CLASSROOM OPERATIONS

7.1 Classroom Management

Explain the following . . .

- the classroom atmosphere should encourage visits by regular education students, teachers and parents
- classroom decorations/furniture should be age-appropriate

Transparency #15

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Adam
Domain: Community/Recreation/Leisure
Environment: Ray's Video
Subenvironment: Aisles/counter areas

Date: 10/12/98

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Rent video			
Skills 1. Open door	-	Requires assistance	Teach to grasp handle/pull open door or have peer without disability open door
2. Locate correct section	-	Could not locate	Verbal prompt
3. Select video	+		
4. Locate counter			
5. Show membership card	-	Did not get card	Verbal prompt
6. Pay	-	Could not pay	Predetermined amount of money
7. Put away change	-	Forgot	Verbal + model
8. Obtain video	-	Forgot	Verbal prompt

Transparency #16

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Ann
Domain: Domestic
Environment: Parent's home
Subenvironment: Bedroom

Date: 10/10/98

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Tape player use			
Skills 1. Select tape	-	Requires assistance	Parent or peer helps select tape
2. Insert in player	-	Requires assistance	Use edge of cassette & player as guide
3. Press "Play"	-	Requires assistance	Color code button
4. Adjust volume	-	Requires assistance	Color code dial
5. Determine end of tape	+		
6. Press "Eject"	-	Requires assistance	Color code button
7. Remove tape	-	Requires assistance	Use edge of cassette & player as guide

Transparency #17
Activity #4

INSTRUCTIONAL CHALLENGE	PERFORMANCE STRATEGY/ADAPTATION
Can not follow written daily schedule of school or home activities	
Can not carry tray in school cafeteria	
Can not carry tray at fast food restaurant	
Can not put clothes away in correct drawer	
Can not see ball when thrown during play at recess	
Can not determine when it is time to wash socks	
Can not follow written recipe	

BEST COPY AVAILABLE

Trainer Guidelines

- spaces for learning should be well-defined
  - community preparation area
  - leisure/recreation area

  - peer tutor areas
  - peer buddy areas

8.0 SCHEDULING ACTIVITIES

8.1 Scheduling Functional Activities

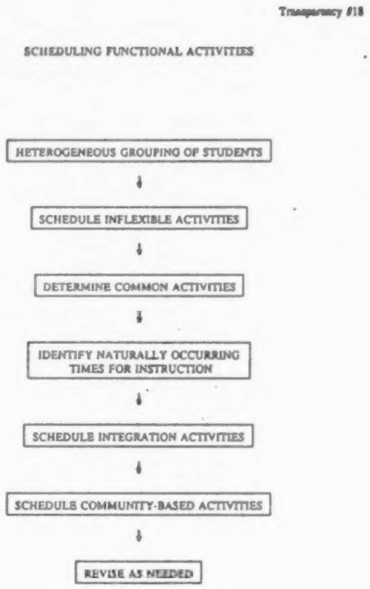
A. Explain the following points ...

- scheduling is a complex process requiring input from other teachers, staff, and related service personnel
- heterogeneous groupings
  - increases teacher/parent expectations
  - provides role models
  - increases instructional time
  - decreases number of behavior and physical challenges in one room
  - facilitates small group instruction
  - decreases teacher burn out
  - facilitates integration
  - encourages a more positive response from peers
  - encourages reduced staff ratios

B. Discuss the mechanics of scheduling

- schedule inflexible activities first
  - lunchroom, physical education, peer tutor and buddy schedules, etc.
- determine common activities
- identify naturally occurring times and locales for instruction
- schedule students in small numbers in integration activities/regular education classes

Transparencies and Activities



Transparency #18

SCHEDULING FUNCTIONAL ACTIVITIES

HETEROGENEOUS GROUPING OF STUDENTS

SCHEDULE INFLEXIBLE ACTIVITIES

DETERMINE COMMON ACTIVITIES

IDENTIFY NATURALLY OCCURRING TIMES FOR INSTRUCTION

SCHEDULE INTEGRATION ACTIVITIES

SCHEDULE COMMUNITY-BASED ACTIVITIES

REVISE AS NEEDED

BEST COPY AVAILABL

Trainer Guidelines

- schedule support when necessary
- schedule community-based training

C. Display **Transparency #18**

D. Explain the following . . .

- classroom schedule should be posted
- master schedule should be detailed
- student schedules should facilitate self-monitoring of activities (Give several examples of student schedules including those using actual-size and miniature objects, photos, line drawings, etc.)

E. Display **Transparencies #19, #20, & #21**

F. Discuss the differences in each schedule

G. Ask trainees what type of schedules and self-monitoring procedures would be appropriate for their students

9.0 PROVIDING COMMUNITY-BASED TRAINING

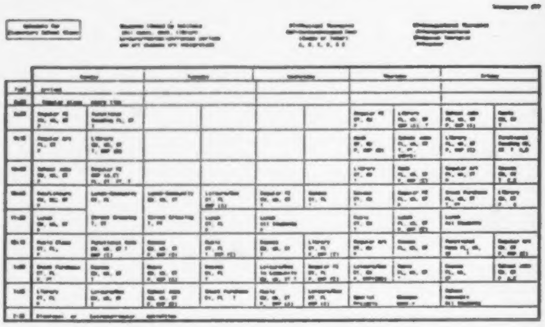
9.1 Community-Based Training

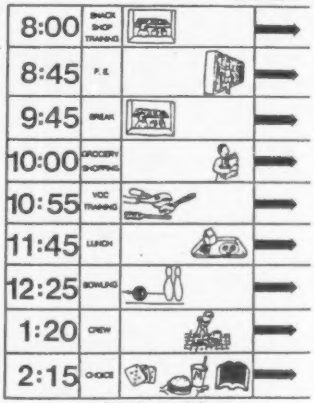
A. Display **Transparency #22**

B. Explain/discuss the following ....

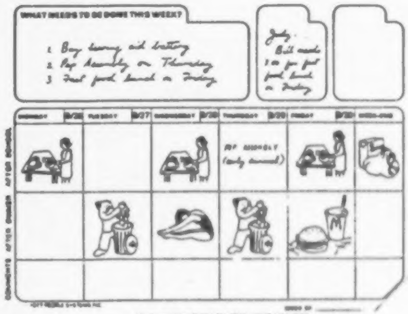
- community-based training is not a field trip
- community-based training should occur on a regular basis with a small number of students
- community-based training facilitates generalization
- community-based training is systematic and data-based
- should evolve from identified student needs for current and subsequent environments
- should be age-appropriate and reflect societal norms

Transparencies and Activities





Sample daily student schedule


WHAT NEEDS TO BE DONE THIS WEEK?

Transparency #22

COMMUNITY-BASED INSTRUCTION

- COMMUNITY-BASED INSTRUCTION IS NOT A FIELD TRIP
- COMMUNITY-BASED INSTRUCTION IS SYSTEMATIC AND DATA-BASED
- COMMUNITY-BASED INSTRUCTION SHOULD INCLUDE NO MORE THAN 2-4 STUDENTS
- COMMUNITY-BASED INSTRUCTION SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE, FUNCTIONAL, AND REFLECT SOCIETAL NORMS
- COMMUNITY-BASED INSTRUCTION SHOULD CAPITALIZE ON EXISTING NATURAL CUES AND CONSEQUENCES

C. Discuss the following strategies for the implementation of community-based training:

- low-ratio requirements of community training can be met by using the following strategies:
  - team teaching
  - paraprofessionals in classroom and community settings
  - related service personnel
  - integration activities for other students
  - peer tutors and peer buddies
  - heterogeneous groupings
  - university practicum students
- community instruction should evolve from identified student needs in current and subsequent environments
- community training should reflect the age-appropriate needs of the learner
- community training should capitalize on the naturally existing stimuli and natural cues and correction procedures (give examples of natural cues and correction procedures available to learners)

10.0 EVALUATION

10.1 Posttest

Ask trainees to turn to page 28 in their workbook and complete the Posttest (Activity #5).
(10 minutes)

10.2 Workshop Evaluation

Have trainees complete the Workshop Evaluation form on page 29

ACTIVITIES

Pretest Activity #1

Purpose: This pretest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a._____________________________
   b._____________________________
   c._____________________________
   d._____________________________

2. List the five steps to developing an ecological inventory.
   a._____________________________
   b._____________________________
   c._____________________________
   d._____________________________
   e._____________________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a._____________________________
   b._____________________________
   c._____________________________
   d._____________________________

4. The principle of partial participation includes the adaptation of what three things?
   a._____________________________
   b._____________________________
   c._____________________________

5. T or F An activity is part of a skill.

Activity #2

CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

TRADITIONAL	FUNCTIONAL
Pick up 1" blocks for pincer grasp development	
Cutting on line drawn on construction paper	
Stacking wooden rings on dowel, smallest to largest	
Labeling all objects in classroom with their names	
Rote numeral naming from wall chart/flash cards	

Activity #3

ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:

Activity #4

INSTRUCTIONAL CHALLENGE	PERFORMANCE STRATEGY/ADAPTATION
Can not follow written daily schedule of school or home activities	
Can not carry tray in school cafeteria	
Can not carry tray at fast food restaurant	
Can not put clothes away in correct drawer	
Can not see ball when thrown during play at recess	
Can not determine when it is time to wash socks	
Can not follow written recipe	

Posttest Activity #5

Purpose: This posttest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a.____________________________
   b.____________________________
   c.____________________________
   d.____________________________

2. List the five steps to developing an ecological inventory.
   a.____________________________
   b.____________________________
   c.____________________________
   d.____________________________
   e.____________________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a.____________________________
   b.____________________________
   c.____________________________
   d.____________________________

4. The principle of partial participation includes the adaptation of what three things?
   a.____________________________
   b.____________________________
   c.____________________________

5. T or F An activity is part of a skill.

WORKSHOP EVALUATION SCALE

Workshop Names________________________________ Dates________________

Presentor:_____________________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenters was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The schedule of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	Information in the handouts were:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1

8. Do you feel a need for additional information about this topic? 1. Yes 2. No

The stronger features of the workshop were:______________________________

____

____

The weaker features were:____

____

____

General Comments:____

____

____

TRANSPARENCIES

Transparency #1

FUNCTIONAL CURRICULAR CONTENT FOR STUDENTS WITH SEVERE DISABILITIES

- ALL STUDENTS CAN LEARN

- CURRICULAR CONTENT SHOULD MINIMIZE DISCREPANCIES BETWEEN STUDENTS WITH HANDICAPS AND PEERS WITHOUT DISABILITIES

- CURRICULAR CONTENT SHOULD PREPARE STUDENTS TO FUNCTION IN REAL-WORLD SETTINGS

- CURRICULAR CONTENT SHOULD BE BASED ON THE DEMANDS OF REAL LIFE

- CURRICULAR CONTENT SHOULD ENHANCE DIGNITY AND WORTH

- CURRICULAR CONTENT SHOULD BE FUNCTIONAL

- CURRICULAR CONTENT SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE

- CURRICULAR CONTENT SHOULD BE DEVELOPED WITH CURRENT AND SUBSEQUENT ENVIRONMENTS IN MIND

- CURRICULAR CONTENT SHOULD PROVIDE OPPORTUNITIES FOR INTERACTIONS WITH PEERS WITHOUT DISABILITIES

Transparency #2

TRADITIONAL VS FUNCTIONAL CURRICULAR CONTENT

TRADITIONAL	FUNCTIONAL
Relies on movement through a specific hierarchy of skills	Does not rely on "readiness" or prerequisites
Skill-Centered - Results in acquisition of splinter skills	Activity-Centered instruction with normalized requirements for performance
Instruction takes place in classroom with simulated materials	Instruction takes place in environments where activity is performed with real materials
Artificial cues and consequences provided by teacher	Natural cues and consequences available to the student
Considers mental age of student to be more important than chronological age	Considers chronological age of student to be more important than mental age
Results in few skills which are valuable in real-world settings	Results in competencies which can be utilized to live, work, and recreate in community settings
Does not allow for performance strategies, adaptations and partial participation	Allows for performance strategies, adaptations, and partial participation
"Bottom Up" Approach	"Top Down" Approach

Transparency #3

ACTIVITIES VS SKILLS

SKILL: Lacing shoes
ACTIVITY: Getting dressed for school (lacing shoes)

SKILL: Use pincer grasp to eat
ACTIVITY: Make and eat snack after school

SKILL: Sort laundry
ACTIVITY: Do laundry

SKILL: Hold spoon appropriately
ACTIVITY: Eat dinner

SKILL: Identify dollar bill
ACTIVITY: Select and pay for purchase in snack shop

SKILL: Identify the color green
ACTIVITY: Cross streets controlled by street lights

Transparency #4

COMPARISON OF TRADITIONAL AND FUNCTIONAL SKILLS AND ACTIVITIES

Age: Elementary

TRADITIONAL	FUNCTIONAL
Lace/button cards	Dressing for PE (lace tennis shoes)
	Dressing for school (button shirt)
Zipping on large pillow/form	Zipping jacket for recess
Pour sand from pitcher	Pour milk from carton at lunch into glass/cup
Sort colored chips	Help Mom sort laundry for washing clothes
Put pegs in pegboard	Put money in video game machine

Transparency #5
Activity #2

CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

TRADITIONAL	FUNCTIONAL
Pick up 1" blocks for pincer grasp development	
Cutting on line drawn on construction paper	
Stacking wooden rings on dowel, smallest to largest	
Labeling all objects in classroom with their names	
Rote numeral naming from wall chart/flash cards	

PARENTAL INVENTORY FOR PRESCHOOL & ELEMENTARY-AGE STUDENTS

Student____________________ Parents____________________ Teacher____________________ DOB____/____/____

Address____________________ Phone____________________

____

Your son/daughter's program will be designed to facilitate the development of critical life skills. Instruction will be centered in the four domains of life; Domestic, Community, Leisure/Recreation and Vocational. The information you provide will be used to develop functional activities that reflect your child's needs. We will also include goals and objectives for integration activities. Functional academics will be included in appropriate activities.

Please help us decide what is most important for your son/daughter to learn. Please choose several areas in the 4 domains for instruction. Rank your choices 1-4.

Key: Performs Independently - No assistance or supervision is necessary
Performs with Assistance - Some assistance is necessary.
No Participation - Does not participate due to opportunity or age-appropriateness.
Prioritize 1, 2, 3, 4

Domestic Domain	Performs Independently	Performs with assistance	No Participation	Priority Choice 1, 2, 3, 4
Prepare simple snack				
Help clean Kitchen				
Help wash dishes				
Help clear table				
Feed self				
drink				
Wash/dry face				
Wash/dry hair				
Bathe/shower				
Comb/brush hair				
Tooth brushing				
Toileting				
Dressing				
Undressing				
Laundry				
Select Clothes				
Pick up room				
Clothing care				
Care for plants				

Domestic Domain Continued	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Pour liquids				
Help prepare meal				
Other:				

Community Domain	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Fast food restaurant				
Menu restaurant				
Department store				
Grocery store				
Mall				
Street crossing				
Barber shop/salon				
Church				
Other:				

Transparency #6

Leisure/Recreation Domain	Performs Independently	Performs with assistance	No Participation	Priority Choice 1, 2, 3, 4
Card games				
Board games				
Puzzles				
Electronics				
Video games				
Library				
Video rentals				
Swimming				
Movies				
Walkman				
Records				
Crafts				
Bowling				
Radio				
Stereo				
Exercise				
Spectator sports				
Recreation center				
Zoo/park				
Toys				
Other:				

Vocational Domain	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Deliver messages to school office				
Water plants				
Hand out milk in cafeteria				
Other:				

Integration	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Regular PE				
Regular music				
Regular library				
Regular art				
Peer tutor program				
Peer buddy program				
School clubs				
Selected regular Ed				
Class activities				
Other:				

How does your son/daughter communicate his/her needs?

How do you communicate with your son/daughter?

Can your son/daughter answer yes/no questions in a reliable manner? How?

List some of his/her favorite activities, toys, and foods.

What stores do you shop in on a regular basis?

What leisure activities does your family enjoy?

Transparency #7

CRITERIA FOR PRIORITIZING ACTIVITIES

- FUNCTIONAL
- CHRONOLOGICALLY AGE-APPROPRIATE
- VALUED BY SOCIETY
- ACTIVITIES FOR CURRENT AND SUBSEQUENT ENVIRONMENTS
- ACTIVITIES THAT INCREASE INTERACTIONS WITH PEERS AND COMMUNITY MEMBERS WITHOUT DISABILITIES
- ACTIVITIES THAT FACILITATE COMMUNICATION ACROSS ENVIRONMENTS, ACTIVITIES AND PEOPLE
- ACTIVITIES THAT ARE CULTURALLY NORMATIVE

Transparency #8

Student: Adam Stevens
School: Emerson Elementary
DOB: 8/14/82

Date: 10/9/90
Team Members: Mr. & Mrs. Stevens (parents); Ms. Evans (speech therapist); Mr. Riley (physical therapist); Ms. Louitt (teacher); Adam Stevens (student); Mrs. Williams (regular education curriculum coordinator)

IEP PRIORITIES

	Domain: Domestic Current: Parent's home Subsequent: Group home	Domain: Leisure/recreation Current: Home/community Subsequent: Home/community	Domain: Community Current: Community Subsequent: Community	Domain: Vocational Current: School/home Subsequent: Community-based
HOME	- help prepare snack - help Mom pick up room - partially participate in dressing/undressing	- watch video with a friend - select leisure activity and play appropriately		
SCHOOL		- attend regular education art class - attend "free time" in Mrs. Jones 3rd grade classroom		- help non-handicapped peer raise/lower flag 2x week - help water plants in library - take messages to office with non-handicapped peer
COMMUNITY		- attend YMCA art class after school with non-handicapped peers	- select/pay for video with friend	

Additional Activities (Regular Education Class Placement, Clubs, etc.):

- Adam will attend regular education library class 3x per week with peer buddy.
- Adam will attend regular education art class (see leisure/recreation) 4x per week.
- Adam will attend "free time" in the 3rd grade classroom.
- Adam will participate in the Emerson Elementary Student Association.

Performance Strategies & Adaptations

- Picture recipe cards
- Predetermined amount of money for purchase
- Self-monitoring picture chart for school jobs

Related Services Needed:

- Speech
- PT

Comments: Communication goals and objectives are included in each domain.

Leisure/recreation Domain	Typical locations/ naturally occurring times for instruction	Person(s) responsible for instruction/support	**Non-Normalized** Instructional options/locations
Activity Tape player use with friend	- home (after school/on weekends) - school (recess, leisure/recreation period in regular education classroom)	parents teacher paraprofessional peer tutor/buddy physical therapist people normally in the instructional environment	segregated, isolated activity (without non-handicapped peer)
YMCA exercise class	- Local "Y", Monday and Wednesday at 3:30 p.m.	YMCA staff peer/buddy	segregated exercise class
Regular education art class	- Regular education art class (1:00 p.m.) Monday, Wednesday, and Friday in the art room	art teacher teacher physical therapist speech therapist peer buddy paraprofessional people normally in the instructional environment	segregated art class

Vocational Domain			
Activity Water/care for plants with non-handicapped peer	- school (classroom, office, library) - home	parents teacher paraprofessional peer/tutor physical therapist speech therapist people normally in the instructional environment	segregated activity (without non-handicapped peer)

Adapted from: Ford, Schnorr, Meyer, Davern, Black & Dempsy, (1989)

Domestic Domain	Typical locations/ naturally occurring times for instruction	Person(s) responsible for instruction/support	**Non-Normalized** Instructional options/locations
Activity dressing/undressing	- home (before school/at bedtime) - school (before and after PE in locker room, arrival/dismissal) - community YMCA (before/after exercise class after school)	teacher paraprofessional YMCA staff parents peer tutor/buddy people normally in the instructional environment	dressing/undressing at inappropriate times in special education classroom
toileting	- home - school rest rooms - community rest rooms (as need arises)	teacher paraprofessional parents physical therapist people normally in the instructional environment	special education classroom, bathroom/ changing area
comb/brush hair	- home (before school, before leaving home) - school rest rooms (after PE, after lunch) - community rest rooms (as needed)	teacher paraprofessional parents physical therapist peer buddy/tutor people normally in the instructional environment	special education classroom
Community Domain			
Activity grocery shopping	- grocery store(s) utilized by parents - before meal/snack preparation - during or after school hours	teacher paraprofessional parents peer/tutor speech therapist physical therapist people normally in the instructional environment	any simulated community environment (classroom grocery store)

ECOLOGICAL INVENTORY SAMPLE

DOMAIN: Community

ENVIRONMENT: McRae's Department Store

SUB-ENVIRONMENT: Children's Shoe Department

ACTIVITY: Purchase Tennis Shoes

SKILLS:
- Scan for Tennis Shoes
- Make Selection
- Ask for Assistance
- Give Size
- Scan for Empty Seat
- Select Seat
- Try on Shoes
- Make Selection
- Pay

* AGE-APPROPRIATE FOR A 16 YEAR OLD

ECOLOGICAL INVENTORY SAMPLE

DOMAIN: Community

ENVIRONMENT: McRae's Department Store

SUB-ENVIRONMENT: Children's Shoe Department

ACTIVITY: Purchase Tennis Shoes with Parent

SKILLS:

Scan for Tennis Shoe section with parent
Make choice between two styles of tennis shoes
Wait appropriately while Mom/Dad obtains assistance and gives shoe size
Assist Mom/Dad in removing shoes
  - Extend leg/foot appropriately
  - Help remove shoes
Assist in trying on tennis shoes
  - Extend leg/foot appropriately
Wait appropriately while Mom/Dad pays for Tennis shoes
Show shoes to sibling/peer after activity is complete

* AGE-APPROPRIATE FOR A 4-6 YEAR OLD

Transparency #12
Activity #3

ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:

Transparency #13

PRINCIPLE OF PARTIAL PARTICIPATION

- Allows students with severe disabilities access to and inclusion in age-appropriate activities and environments

- Adapt rules, materials, skill sequences and develop individualized performance strategies

- Students with multiple disabilities can operate toys using a microswitch

- Rules of games can be altered to allow participation of students with severe disabilities

- Students can partially participate in a variety of activities with peers without disabilities

Transparency #14

PERFORMANCE STRATEGIES AND ADAPTATIONS

SKILLS	PERFORMANCE STRATEGIES & ADAPTATIONS
Order food in restaurant (menu restaurant)	Picture order cards Peer assistance Written order card
Write name	Rubber stamp
Use grocery list	Picture list

Transparency #15

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Adam
Domain: Community/Recreation/Leisure
Environment: Ray's Video
Subenvironment: Aisles/counter areas

Date: 10/12/90

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Rent video			
Skills 1. Open door	-	Requires assistance	Teach to grasp handle/pull open door or have peer without disability open door
2. Locate correct section	-	Could not locate	Verbal prompt
3. Select video	+		
4. Locate counter			
5. Show membership card	-	Did not get card	Verbal prompt
6. Pay	-	Could not pay	Predetermined amount of money
7. Put away change	-	Forgot	Verbal + model
8. Obtain video	-	Forgot	Verbal prompt

Transparency #16

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Ann
Domain: Domestic
Environment: Parent's home
Subenvironment: Bedroom

Date: 10/10/90

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Tape player use			
Skills 1. Select tape	-	Requires assistance	Parent or peer helps select tape
2. Insert in player	-	Requires assistance	Use edge of cassette & player as guide
3. Press "Play"	-	Requires assistance	Color code button
4. Adjust volume	-	Requires assistance	Color code dial
5. Determine end of tape	+		
6. Press "Eject"	-	Requires assistance	Color code button
7. Remove tape	-	Requires assistance	Use edge of cassette & player as guide

Transparency #17
Activity #4

INSTRUCTIONAL CHALLENGE	PERFORMANCE STRATEGY/ADAPTATION
Can not follow written daily schedule of school or home activities	
Can not carry tray in school cafeteria	
Can not carry tray at fast food restaurant	
Can not put clothes away in correct drawer	
Can not see ball when thrown during piay at recess	
Can not determine when it is time to wash socks	
Can not follow written recipe	

Transparency #18

SCHEDULING FUNCTIONAL ACTIVITIES

HETEROGENEOUS GROUPING OF STUDENTS

↓

SCHEDULE INFLEXIBLE ACTIVITIES

↓

DETERMINE COMMON ACTIVITIES

↓

IDENTIFY NATURALLY OCCURRING TIMES FOR INSTRUCTION

↓

SCHEDULE INTEGRATION ACTIVITIES

↓

SCHEDULE COMMUNITY-BASED ACTIVITIES

↓

REVISE AS NEEDED

Schedule for
Elementary School Class

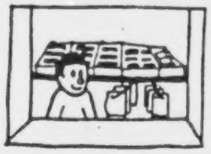
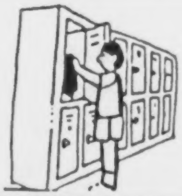
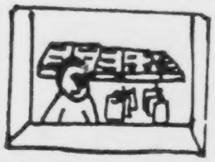
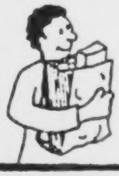
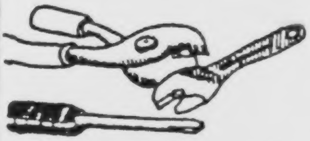
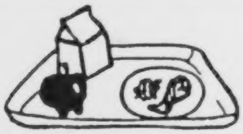
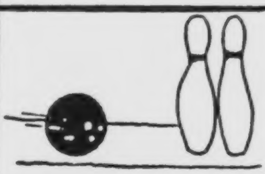
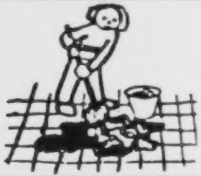
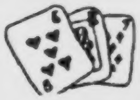
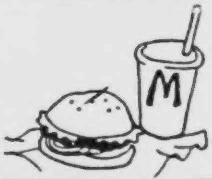
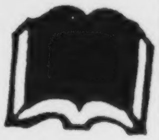
Students listed by initials
(All music, math, library
Leisure/recreation/recess periods
and art classes are integrated)

PT=Physical Therapist
NHP-Nonhandicapped Peer
(Buddy or Tutor)
A, B, C, D, & E

OT=Occupational Therapist
P=Paraprofessional
ST=Speech Therapist
T=Teacher

	Monday		Tuesday		Wednesday		Thursday		Friday	
7:45	Arrival									
8:00	Regular class story time									
8:30	Regular PE KW, WA, ST P	Functional Reading PL, RT T					Regular PE RT, KW P	Library PL, WA, ST NHP (A) T	School Jobs PL, WA, ST P, NHP (A)	Music KW, RT T
9:15	Regular Art PL, RT P	Library KW, WA, ST T, NHP (B)					Math RT, KW P, NHP (B)	School Jobs PL, WA, ST T, PT, NHP(B)	Library PL, WA, ST P, NHP (C)	Functional Reading KW, RT T A,B
10:00	School Jobs KW, WA, ST P	Regular PE NHP (A,C) PL, RT PT, T					Library RT, KW T	Math PL, WA, ST P, NHP (C)	Regular Art Pl, WA, ST P	Recess KW, RT T C,E
10:45	Rec/Leisure KW, WA, ST P	Lunch-Community RT, PL	Lunch-Community KW, WA, ST	Leisure/Rec RT, PL NHP (A)	Regular PE KW, WA, ST T	Recess RT, PL T	Recess RT, KW T	Regular PE PL, WA, ST P	Snack Purchase PL, WA, ST T, PT	Library KW, RT P A
11:30	Lunch KW, WA, ST P	Street Crossing T, ST	Street Crossing T, PT	Lunch RT, PL P	Lunch All Students P		Music RT, KW T	Lunch PL, WA, ST P, NHP (E)	Lunch All Students	
12:15	Music Class RT, PL, P	Functional Math KW, WA, ST T NHP (C)	Recess KW, WA, ST P, NHP (B)	Music RT, PL T NHP (C)	Recess KW, WA, ST T	Library RT, PL P, NHP (C)	Regular Art RT, KW P	Recess PL, WA, ST	Functional Math PL, WA, ST T	Regular Art KW, RT P, NHP (E)
1:00	Snack Purchase RT, PL P, PT	Recess KW, WA, ST T	Music KW, WA, ST P, NHP (A)	Recess Rt, PL T	Leisure/Rec in Community KW, WA, ST T	Regular PE RT, PL P, NHP (E)	Leisure/Rec RT, KW P, NHP(C&D)	Music PL, WA, ST T	Recess PL, WA, ST	School Jobs KW, RT P A,C
1:45	Library RT, PL P	Leisure/Rec KW, WA, ST T	School Jobs KW, WA, ST P, NHP (D)	Snack Purchase Rt, PL T	Music KW, WA, ST P, NHP (A)	Leisure/Rec RT, PL NHP (A)	Special Projects	Changes Weekly	School Assembly All Students	
2:25	Dismissal or Extracurricular Activities									

Transparency #20

8:00	SNACK SHOP TRAINING		➡
8:45	P. E.		➡
9:45	BREAK		➡
10:00	GROCERY SHOPPING		➡
10:55	VOC TRAINING		➡
11:45	LUNCH		➡
12:25	BOWLING		➡
1:20	CREW		➡
2:15	CHOICE	  	➡

Sample daily student schedule

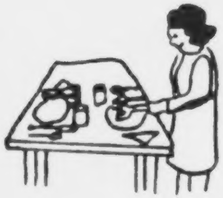
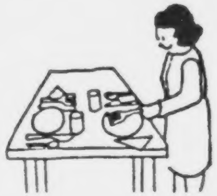
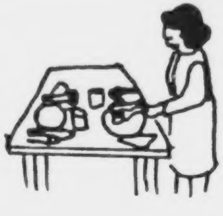
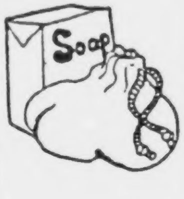
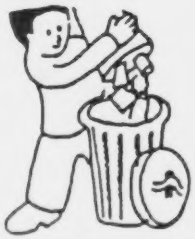
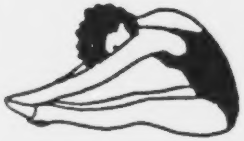
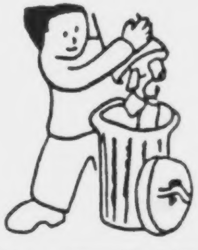
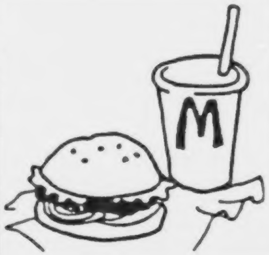
From: Sprague, J., Mix, M., Wilcox, B., Styer, C., & Biber, B.

Transparency #21

WHAT NEEDS TO BE DONE THIS WEEK?

1. Buy hearing aid battery.
2. Pep Assembly on Thursday
3. Fast food lunch on Friday

Judy:
Bill needs
3.00 for fast
food lunch
on Friday

	MONDAY 9/26	TUESDAY 9/27	WEDNESDAY 9/28	THURSDAY 9/29	FRIDAY 9/30	WEEK-END
AFTER SCHOOL				PEP ASSEMBLY (early dismissal)		
AFTER DINNER						
COMMENTS						

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WEEK OF ____________

Sample weekly calendar for after school activities

Transparency #22

COMMUNITY-BASED INSTRUCTION

- COMMUNITY-BASED INSTRUCTION IS NOT A FIELD TRIP
- COMMUNITY-BASED INSTRUCTION IS SYSTEMATIC AND DATA-BASED
- COMMUNITY-BASED INSTRUCTION SHOULD INCLUDE NO MORE THAN 2-4 STUDENTS
- COMMUNITY-BASED INSTRUCTION SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE, FUNCTIONAL, AND REFLECT SOCIETAL NORMS
- COMMUNITY-BASED INSTRUCTION SHOULD CAPITALIZE ON EXISTING NATURAL CUES AND CONSEQUENCES

Providing Services
for
Learners with Severe
Disabilities

A Module for Developing Functional Curricular Content

deVergne Goodall
Kathleen Stremel
Becky Wilson

Department of Special Education
University of Southern Mississippi

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INTRODUCTION

Students with severe handicaps should receive instruction on activities and skills that lead to maximum autonomy in a variety of environments in the real world. Because one of the goals of special education for students with severe disabilities is to reduce the discrepancies between learners with disabilities and their typical peers, it is necessary to address activities and skills that highlight existing similarities. As discrepancies are minimized, students with severe handicaps will be viewed as productive, valued members of society.

In order to reduce the discrepancies that exist between students with severe disabilities and their typical peers, it is necessary to teach activities and skills that are functional, chronologically age-appropriate, and which will be useful in both current and subsequent environments. A functional curriculum model prepares students with significant disabilities to participate in activities that occur in real world settings.

The Functional Curriculum Module was developed to be used with other modules in the series. The content of the module emphasizes the development and implementation of a functional curriculum. It is recommended that providers who have had experience in implementing a functional curriculum serve as "trainers" for the inservice session. The module was developed as an inservice training tool to assist Trainers to teach parents, professionals, and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.

2.0 Functional Curriculum Development - This section includes a philosophical base and strategies for developing functional curriculum content.

3.0 Differences in Curricular Content for Students With Severe Disabilities - This section provides a comparison between traditional curricular content and functional curricular content.

4.0 Parental Involvement in the IEP Process - This section provides a rationale and strategies for parental inclusion in the educational process.

5.0 Developing Ecological Inventories - This section discusses the rationale and steps necessary to develop ecological inventories.

6.0 Principle of Partial Participation - This section includes a discussion of the importance of partial participation for students with severe disabilities and the development of performance strategies and adaptations.

7.0 Managing Classroom Operations - This section includes a discussion of classroom management techniques.

8.0 Scheduling Activities - This sections provides a discussion and strategies for scheduling functional activities.

9.0 Providing Community-Based Training - This section contains a discussion of the rationale and implementation of community-based training.

10.0 Posttest/Evaluation

The anticipated outcomes of training include increases in trainees' skill to develop and implement a functional curriculum. The trainer should stress that the development a functional curriculum should be governed by common sense and implemented using systematic instruction.

ACKNOWLEDGMENTS

We would like to thank Jan Holston for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear - they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.

OVERVIEW

Functional Curriculum Development

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of functional curriculum content.

Objectives:

Each trainee will:

1. Demonstrate knowledge of functional curriculum content through discussion and written activities.
2. Demonstrate skills necessary to develop an individualized functional curriculum.
3. Demonstrate the ability to implement a functional curriculum during follow-up.

Trainee Workbook

Pretest Activity #1

Purpose: This pretest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. List the five steps to developing an ecological inventory.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

4. The principle of partial participation includes the adaptation of what three things?

   a. ______________________________

   b. ______________________________

   c. ______________________________

5. T or F An activity is part of a skill.

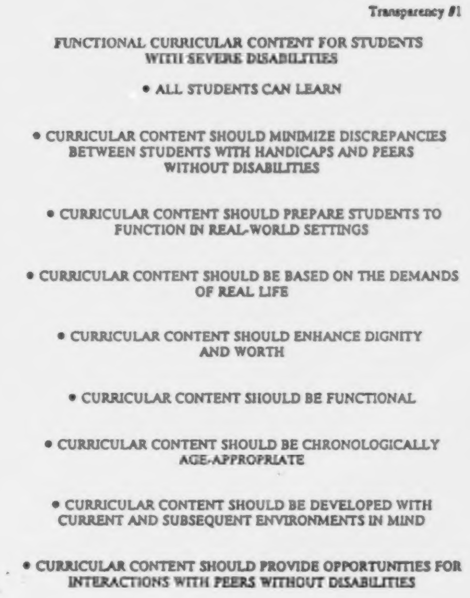
The pretest (Activity #1) is on the previous page. Remove it from your workbook. The pretest is given to determine your knowledge prior to the training session. A posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

2.0 FUNCTIONAL CURRICULUM DEVELOPMENT

2.1 Functional Curricular Content

Functional Curricular Content...

- **reflects the belief that all learners can achieve**
- minimizes the discrepancies between learners with severe handicaps and their peers without disabilities
- prepares learners with severe handicaps to function in real-world environments
- is based on the **demands of life in the community**
  - The availability of new community-based residential and educational options for learners with significant disabilities has altered traditional curricular content
  - Activities and skills such as bead stringing, button sorting, and peg board use do not reflect the demands and skill requirements of life in community settings
- **enhances the dignity and worth** of students with severe disabilities
- sends a **positive message** to peers and the general public concerning the abilities and strengths of students with significant disabilities
  - The message a program sends to the public can influence acceptance and social outcomes for learners with severe disabilities



Transparency #1

FUNCTIONAL CURRICULAR CONTENT FOR STUDENTS WITH SEVERE DISABILITIES

- ALL STUDENTS CAN LEARN
- CURRICULAR CONTENT SHOULD MINIMIZE DISCREPANCIES BETWEEN STUDENTS WITH HANDICAPS AND PEERS WITHOUT DISABILITIES
- CURRICULAR CONTENT SHOULD PREPARE STUDENTS TO FUNCTION IN REAL-WORLD SETTINGS
- CURRICULAR CONTENT SHOULD BE BASED ON THE DEMANDS OF REAL LIFE
- CURRICULAR CONTENT SHOULD ENHANCE DIGNITY AND WORTH
- CURRICULAR CONTENT SHOULD BE FUNCTIONAL
- CURRICULAR CONTENT SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE
- CURRICULAR CONTENT SHOULD BE DEVELOPED WITH CURRENT AND SUBSEQUENT ENVIRONMENTS IN MIND
- CURRICULAR CONTENT SHOULD PROVIDE OPPORTUNITIES FOR INTERACTIONS WITH PEERS WITHOUT DISABILITIES

  - Low educational expectations for students with severe disabilities are often reflected in age-inappropriate and nonfunctional activities
  - Selection of functional, age-appropriate activities can promote **images of competence and potential for success** for students with severe handicaps (Bates, Morrow, Panscofar, & Sedlack, 1984)

    What image would a ten year-old learner with severe handicaps project if he/she is seen playing with a "busy box" intended for a one year-old?

    What image would the same ten year-old student project if seen attending regular education music or library class or while listening to age-appropriate music on a Walkman?

- **is functional and chronologically age-appropriate**
  - Functional activities are those that are required across the life-span of an individual and are valued by society
  - Age-appropriate activities are important for social acceptance and survival in real-world settings and are performed by typical peers
- **provides learners with opportunities to develop meaningful, long-term friendships with peers without disabilities and to develop an extensive social network**
  - Because we live in an integrated, heterogeneous society, it is important that learners with significant disabilities learn to interact with and make lasting friendships with peers and community members
  - Systematic social interactions in school and community settings should be a part of the educational plan

  - Acceptance of individuals with significant disabilities will develop only through integrated educational options and the development of friendships with non-handicapped peers

- **addresses individualized communication requirements across environments, activities, and people**
  - Communication instruction should be integrated into functional, age-appropriate activities and environments for learners with severe disabilities
  - Functional activities give learners something to communicate about

- focuses on activities in the **four domains** of everyday life (community, leisure/recreation, vocational and domestic domains)
  - Our lives revolve around activities that take place at home, at work, in community settings and during leisure
  - Learners with severe disabilities should have educational programs that are developed from age-appropriate requirements in the four domains of life
  - Traditional curriculum areas such as fine and gross motor, communication, and self-help are embedded in activities that take place in the four domains
  - Range of motion can be taught as part of learning to manipulate a wheelchair onto the playground or lunchroom or while learning to kick a ball as part of the regular physical education class, or while dressing for school
  - Gross motor skills can be taught as part of learning to activate a switch to turn on the radio or toy or while doing movements to a song in regular music class

  - Fine motor skills can be taught as part of eating a meal, brushing teeth, using a napkin appropriately while eating in a restaurant, holding a marker during art class, or getting a bag of cookies from the shelf in a grocery store

- addresses the **development of social skills across environments and activities**

- includes the instruction of **functional academics** embedded in activities in all domains

  - The use of money can be taught as part of a shopping activity

  - Color identification can be taught as part of learning to cross controlled intersections or choosing a red apple at the market

  - Time management can be taught as part of a self-monitoring procedure using environmental cues or picture-symbol schedules

  - Reading can be taught as part of identifying community safety/ vocabulary words, looking at magazines or choosing books during regular library class, or while interpreting pictures, objects or line drawings that occur in natural settings

  - Numeral identification can be taught as part of a card game such as "UNO" or paint-by-numbers

- provides **instruction in settings where activities actually occur...**

  - Because learners with severe disabilities do not generalize skills easily, it is important that instruction is provided in the actual settings where the activity/skill will be utilized

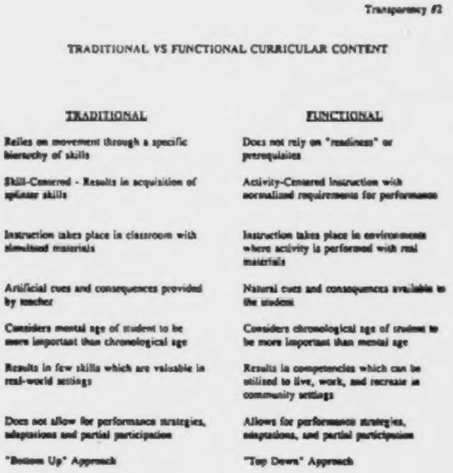
  - Domestic activities should be taught in real domestic settings (the learner's own home when possible) rather than in a simulated domestic environment in the classroom

  - Grocery shopping should be taught in real grocery stores (not in a simulated classroom grocery)
  - Vocational activities should be taught where they actually occur (wiping tables in the school cafeteria)
- is developed with input from caregivers, educators, related service personnel and the student
- has a **zero reject** philosophy
  - all learners with disabilities are provided a free, appropriate, public education; no learner may be rejected by the public education system
  - prevents total exclusion (learner denied right to attend school due to a disability) and functional exclusion (when a learner receives services which are not appropriate to his/her needs)
  - mandates services to learners who were previously excluded from school
- promotes educational services in the **least restrictive environment**
- recognizes the fact that there is limited time for instruction

3.0 DIFFERENCES IN CURRICULAR CONTENT FOR STUDENTS WITH SEVERE DISABILITIES

3.1 Traditional vs Functional Models

- Traditional models are based on data from infants and youth without disabilities
- Traditional models rely on movement through a specified hierarchy of skills identified as developmental milestones
- Traditional models assume there is unlimited time available for instruction



Transparency #2

TRADITIONAL VS FUNCTIONAL CURRICULAR CONTENT

TRADITIONAL	FUNCTIONAL
Relies on movement through a specific hierarchy of skills	Does not rely on "readiness" or prerequisites
Skill-Centered - Results in acquisition of splinter skills	Activity-Centered Instruction with normalized requirements for performance
Instruction takes place in classroom with simulated materials	Instruction takes place in environments where activity is performed with real materials
Artificial cues and consequences provided by teacher	Natural cues and consequences available to the student
Considers mental age of student to be more important than chronological age	Considers chronological age of student to be more important than mental age
Results in few skills which are valuable in real-world settings	Results in competencies which can be utilized to live, work, and recreate in community settings
Does not allow for performance strategies, adaptations and partial participation	Allows for performance strategies, adaptations, and partial participation
"Bottom Up" Approach	"Top Down" Approach

- Traditional models have a **"bottom-up"** approach to curricular content
- Traditional models have led to the instruction of **isolated, splinter skills**
    - Instruction on buttoning rather than instruction for getting dressed for school
    - Pointing to the color red rather than choosing four red apples at the market as part of a grocery shopping activity
- Traditional models provide for **instruction in classroom settings with simulated materials and performance requirements**
    - "shopping" for groceries in a simulated classroom grocery store rather than in a real grocery store
    - learning to zip on a large pillow/form rather than learning to zip your own clothes
- Traditional models result in IEP objectives formulated from tests and assessments based on the normal stages of child development
    - Learners with severe disabilities generally do not move through normal developmental sequences in the same manner as students without disabilities
- Traditional models rely on the **mastery of prerequisite skills** before moving to the "next" level
    - identifying and combining coins and bills before being allowed to purchase items
    - walking up "stairs to nowhere" before walking up real stairs

FUNCTIONAL CURRICULUM MODEL

The functional curriculum model...

- is a **"top-down"** approach to curriculum development (looks at what a person needs & moves downward)

  - If a learner needs to learn to dress him/herself appropriately, then instruction is begun with that activity rather than moving through a hierarchy of skills
  - A "top-down" approach to curriculum development looks at the activities that are critical now and in the future

- prepares learners to live, work and recreate in real-world environments
- is designed to **facilitate interactions** with all peers and community members
- **is functional and chronologically age-appropriate**
- **does not rely on the mastery of prerequisite skills**
- allows for the **development of adaptations and performance strategies**
- allows for **partial participation**
- minimizes critical performance differences between learners with severe disabilities and their peer without disabilities
- develops goals and objectives with parents, teachers and related service personnel
- allows for **training in environments where the activity takes place**
- facilitates generalization of skills across people, places, cues, and materials in real environments

3.2 Activity-Based vs Skill-Based Curriculum Content

- **An activity is a set of skills** that have a specific outcome (Horner, Sprague & Wilcox, 1982)
- **A skill is a part of an activity**
- Because our lives are activity-centered, learners with severe disabilities should receive instruction that is activity-based rather than skill-based

Transparency #3

ACTIVITIES VS SKILLS

SKILL: Lacing shoes
ACTIVITY: Getting dressed for school (lacing shoes)

SKILL: Use pincer grasp to eat
ACTIVITY: Make and eat snack after school

SKILL: Sort laundry
ACTIVITY: Do laundry

SKILL: Hold spoon appropriately
ACTIVITY: Eat dinner

SKILL: Identify dollar bill
ACTIVITY: Select and pay for purchase in snack shop

SKILL: Identify the color green
ACTIVITY: Cross streets controlled by street lights

- Teaching whole activities makes more sense to the student rather than teaching isolated skills
- Activities are part of our normal home, school, community and work routines
- **Skills embedded in each activity are taught in a functional context**
  - zipping clothing is taught as part of the activity of dressing
  - pouring liquid from a container is taught as part of a mealtime activity
  - putting on and pulling off socks is taught as part of dressing/undressing
- Activities require adequate preparation, implementation, and closure for students with severe handicaps

- -

Activity #2: Converting Traditional Activities and Skills into Functional Activities and Skills

Turn to the following page for Activity #2

- -

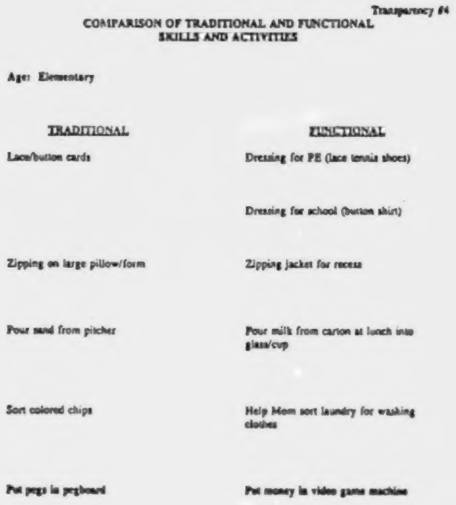
3.3 Converting Traditional Activities and Skills into Functional Activities and Skills

- The purpose of this activity is to convert traditional, developmental skills into functional, age-appropriate activities
- Turn to page 10 in your workbook to complete this exercise
- After completion, you will share responses with the group

4.0 PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS

4.1 Parent Involvement

- P.L. 94-142 guarantees parents the right to be involved in the educational process

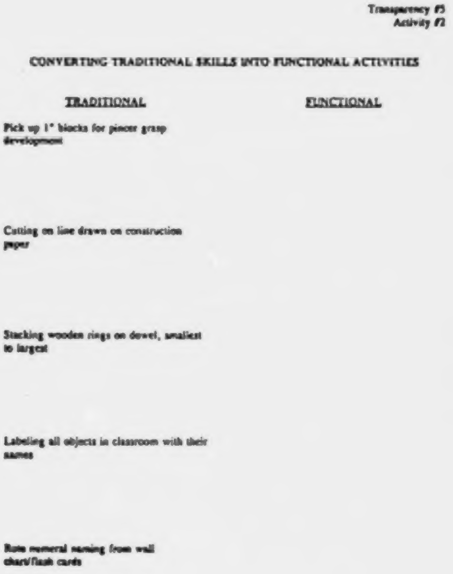


Transparency #4

COMPARISON OF TRADITIONAL AND FUNCTIONAL SKILLS AND ACTIVITIES

Age: Elementary

TRADITIONAL	FUNCTIONAL
Lace/button cards	Dressing for PE (lace tennis shoes)
	Dressing for school (button shirt)
Zipping on large pillow/form	Zipping jacket for recess
Pour sand from pitcher	Pour milk from carton at lunch into glass/cup
Sort colored chips	Help Mom sort laundry for washing clothes
Put pegs in pegboard	Put money in video game machine



Transparency #5
Activity #2

CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

TRADITIONAL	FUNCTIONAL
Pick up 1" blocks for pincer grasp development	
Cutting on line drawn on construction paper	
Stacking wooden rings on dowel, smallest to largest	
Labeling all objects in classroom with their names	
Rote numeral naming from wall chart/flash cards	

BEST COPY AVAILABLE

Activity #2

CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

TRADITIONAL	FUNCTIONAL
Pick up 1" blocks for pincer grasp development	
Cutting on line drawn on construction paper	
Stacking wooden rings on dowel, smallest to largest	
Labeling all objects in classroom with their names	
Rote numeral naming from wall chart/flash cards	

- Parents have valuable information regarding learner competencies and family routines that are crucial to development of the IEP - especially for students with severe disabilities
- Parents need assistance from teachers regarding the selection of appropriate activities, performance strategies, adaptations, and instructional strategies
- The **value judgements of parents** are critical for the selection of activities and environments for instruction

4.2 Utilizing a Parental Inventory for Activity Selection

- The **parental inventory** is a valuable tool to determine critical activities and environments for instruction
- Parental inventories can yield valuable information regarding levels of independence and degree of student participation
- **Parental inventories should be completed with parents prior to the IEP meeting**
- Activities selected for instruction on the parental inventory should be **prioritized** by parents and teachers for IEP development

4.3 Prioritizing Activities

- Activities should be prioritized using the following criteria suggested by Brown, et al. (1980):
  - activities should be **functional** (if the learner does not learn to perform the activity will someone have to do it for him/her?)
  - activities should be **chronologically age-appropriate** (do non-handicapped peers participate in the same activity?)

Transparency #7

CRITERIA FOR PRIORITIZING ACTIVITIES

- FUNCTIONAL
- CHRONOLOGICALLY AGE-APPROPRIATE
- VALUED BY SOCIETY
- ACTIVITIES FOR CURRENT AND SUBSEQUENT ENVIRONMENTS
- ACTIVITIES THAT INCREASE INTERACTIONS WITH PEERS AND COMMUNITY MEMBERS WITHOUT DISABILITIES
- ACTIVITIES THAT FACILITATE COMMUNICATION ACROSS ENVIRONMENTS, ACTIVITIES AND PEOPLE
- ACTIVITIES THAT ARE CULTURALLY NORMATIVE

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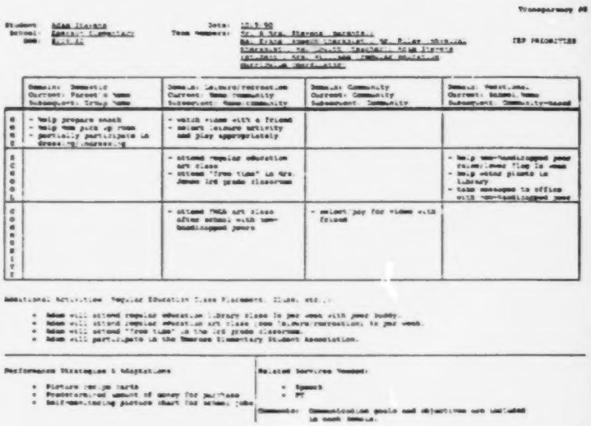
- activities should be **valued by society** and give a positive, competent image of the learner
- activities should **increase social interactions with non-handicapped peers** and community members
- activities should be **critical for functioning in current and subsequent environments**
- activities should **facilitate communication** in a variety of environments with a variety of people
- activities should be **culturally normative**
- environments selected for instruction should be available during school hours and should be utilized by family members and peers



- When selecting activities for instruction, ask yourself these questions:
  - what do you intend to teach?
  - why do you want to teach it?
  - why should we engage in this activity?
  - could the student function in the adult world if he/she did not have the skill/activity?
  - where will my students be in 10-20 years?
  - am I teaching what I think I'm teaching?
- Activities should be prioritized before developing IEP goals and objectives
- **Activities should reflect a normal balance in all domains appropriate for the age of the student** (elementary-age students will have more time spent in integrated, classroom and school-based activities; older students (middle school and high school-age) will have more time scheduled in community-based training). As the age of the student increases, the time scheduled in community-based activities will increase.

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- Sailor, et al. (1986) suggest the following percentages for optimal time in classroom, school, and community settings

  Ages 3-6:
  10% community-based
  25% school-based
  65% classroom-based

  Ages 6-9:
  25% community-based
  35% school-based
  40% classroom-based

  Ages 9-12:
  50% community-based
  25% school-based
  25% classroom-based

  Ages 12-16:
  75% community-based
  15% school-based
  10% classroom-based

4.4 Developing Normalized Instructional Options in the Four Domains

- After prioritizing activities, it is important to determine the following for each activity:
  - where instruction will occur
  - naturally occurring times for instruction
  - with whom instruction will occur

- Instruction on functional skills should occur where and when the activity/skill will actually be utilized (in normalized locations at normalized times)
  - Domestic activities such as preparing a simple snack or helping with the laundry should occur in the student's home (it is impossible to duplicate the student's domestic environment in the school setting (teachers can videotape instruction of domestic activities or show photographic slides to parents explaining instructional strategies)
  - Community domain activities should occur in the real settings (shopping in a real grocery store as apposed to shopping in a simulated classroom grocery)

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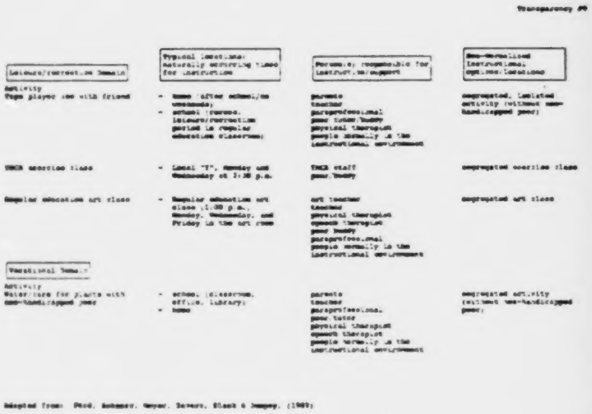
- Domestic/self-help activities such as brushing/combing hair can occur at home before leaving for school, before and after PE class in the locker room, or after lunch in the school rest room with peers without disabilities
- Leisure/recreation activities should be instructed when and where they naturally occur (at home, during recess, at the community park/zoo, etc.) with peers and community members without disabilities
- Vocational activities should be instructed when and where they naturally occur (instruction given on wiping a classroom table probably will not generalize to a cafeteria setting)



- Instruction can be provided by a variety of school staff and non-handicapped peers
  - Teachers, paraprofessionals, physical therapists, speech therapists, and occupational therapist can be assigned instructional responsibilities on a regular basis
  - Parents can also provide training in a variety of settings
  - Peers without disabilities can be recruited as peer tutors or peer buddies to provide instruction or support in different environments

    Peer buddies can be utilized for support in regular education classes, extra curricular activities and for inclusion in school activities (pep rallies, assemblies, etc.)

    Peer tutors can be utilized to provide instruction in the cafeteria, during functional academics, in community settings, etc. (peer tutors should not be used for feeding or bathroom procedures or for any activities that may require specialized training)

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5.0 DEVELOPING ECOLOGICAL INVENTORIES

5.1 Ecological Inventories

- Ecological inventories are essential to the development of a functional educational program (Brown at al., 1979).
- **Ecological inventories yield information regarding specific activities and skills required for participation in different environments**
- Stages of an ecological inventory include the following:
  1. identify domain
  2. identify environment in the domain
  3. identify sub-environment
  4. identify activities in the sub-environment
  5. identify skills in the activities
- Identification of these components allows the teacher to develop an instructional program for the individual student

- -

Activity #3: Ecological Inventory

Turn to the following page for Activity #3

- -

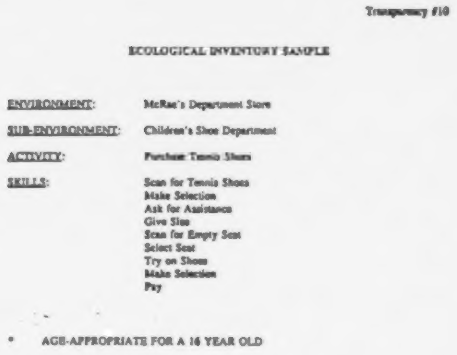
The purpose of this activity is to develop a locally-referenced ecological inventory

- Turn to page 16 in your workbook and complete an ecological inventory

6.0 PRINCIPLE OF PARTIAL PARTICIPATION

6.1 Partial Participation

- **Participation and inclusion in a variety of age-appropriate activities and environments is crucial to the educational process for individuals with severe handicaps**



Transparency #10

ECOLOGICAL INVENTORY SAMPLE

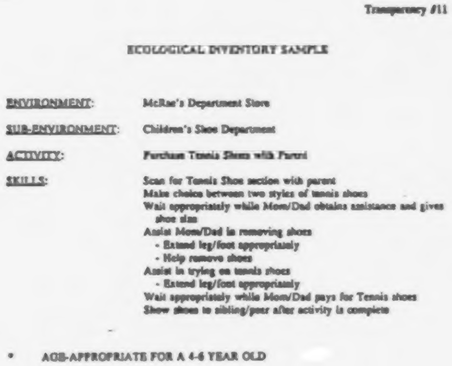
ENVIRONMENT: McRae's Department Store

SUB-ENVIRONMENT: Children's Shoe Department

ACTIVITY: Purchase Tennis Shoes

SKILLS:
Scan for Tennis Shoes
Make Selection
Ask for Assistance
Give Size
Scan for Empty Seat
Select Seat
Try on Shoes
Make Selection
Pay

- AGE-APPROPRIATE FOR A 16 YEAR OLD



Transparency #11

ECOLOGICAL INVENTORY SAMPLE

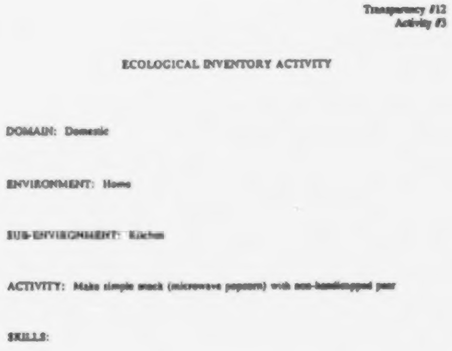
ENVIRONMENT: McRae's Department Store

SUB-ENVIRONMENT: Children's Shoe Department

ACTIVITY: Purchase Tennis Shoes with Parent

SKILLS:
Scan for Tennis Shoe section with parent
Make choice between two styles of tennis shoes
Wait appropriately while Mom/Dad obtains assistance and gives shoe size
Assist Mom/Dad in removing shoes
- Extend leg/foot appropriately
- Help remove shoes
Assist in trying on tennis shoes
- Extend leg/foot appropriately
Wait appropriately while Mom/Dad pays for Tennis shoes
Show shoes to sibling/peer after activity is complete

- AGE-APPROPRIATE FOR A 4-6 YEAR OLD



Transparency #12
Activity #3

ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:

516

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Activity #3

ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:

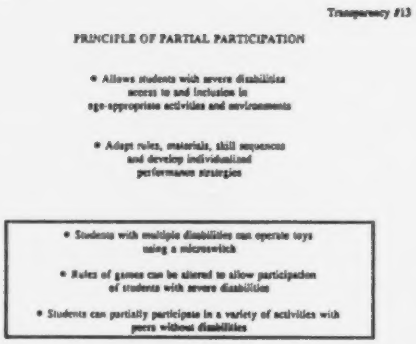
- Although individuals with severe handicaps will probably not learn to participate independently in all age-appropriate activities, they can partially participate in most activities (Baumgart et al., 1982)
- We all partially participate in activities on a day-to-day basis; we need support in many areas of life
- Partial participation allows students with severe handicaps access to and inclusion in a variety of age-appropriate activities and environments
- **Partial participation includes the adaptation of rules, materials, skill sequences** and the development of individualized performance strategies

Adaptation of rules

- the rules of a ball game can be altered to allow participation
- the rules of a card game can be changed to allow learners with severe disabilities to engage in the activity (change the number of cards given to players or reduce the number of face cards)
- a learner can stand closer to a target when throwing a bean bag during a game

Adaptation of materials/prosthetic aids

- section dividers are added to a drawer to assist the learner in placing materials in the correct section
- a "beeper ball" is utilized to assist a learner without vision to play ball
- a measuring cup is color-coded with bright plastic tape to enable the learner to measure the correct amount of detergent to utilize when doing laundry
- a velcro fastener is utilized to assist the learner in putting on and taking off his/her shoes for physical education



Transparency #13

PRINCIPLE OF PARTIAL PARTICIPATION

- Allows students with severe disabilities access to and inclusion in age-appropriate activities and environments
- Adapt rules, materials, skill sequences and develop individualized performance strategies

- Students with multiple disabilities can operate toys using a microswitch
- Rules of games can be altered to allow participation of students with severe disabilities
- Students can partially participate in a variety of activities with peers without disabilities

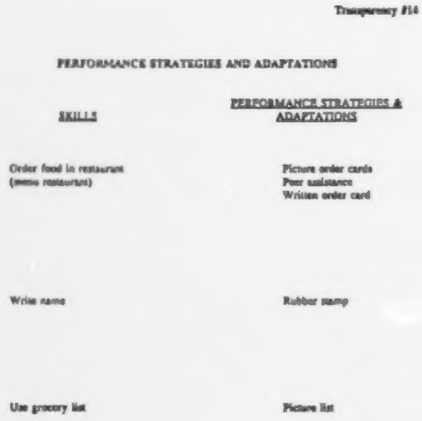
Adaptation of skill sequences

- the typical order of the steps normally required for activity completion can be altered
- steps can be rearranged to compensate for deficits
- for instance, learners who have difficulty removing money from their wallets can have the money made available prior to checking out at the toy store

- Other performance strategies and adaptations can include the following:
  - a student may be able to participate in a leisure activity by utilizing a microswitch to operate a toy
  - a student with challenging physical disabilities can partially participate in making his/her breakfast by using a microswitch attached to a blender
  - a child with multiple handicaps can partially participate in a dressing activity by helping put on his/her socks
  - different performance strategies, such as using a predetermined amount of money for the vending machine, may assist students in participating in a variety of age-appropriate activities

6.2 Adaptations and Performance Strategies for Students with Severe Disabilities

- **Performance strategies and adaptations are modifications that simplify the physical or academic demands of an activity to facilitate performance (Wilcox & Bellamy, 1987)**
- The following criteria should be considered when developing adaptations and performance strategies:
  - should be effective
  - should not compromise the dignity of the student



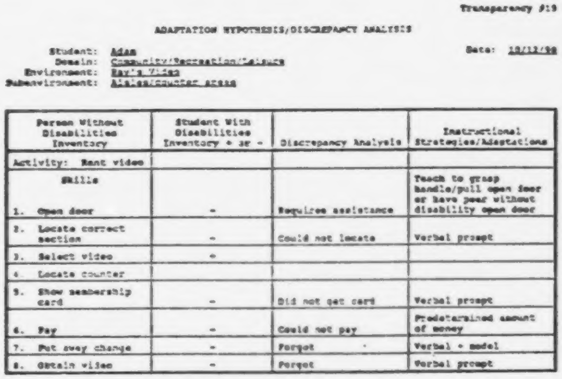
Transparency #14

PERFORMANCE STRATEGIES AND ADAPTATIONS

SKILLS	PERFORMANCE STRATEGIES & ADAPTATIONS
Order food in restaurant (menu restaurant)	Picture order cards Peer assistance Written order card
Write name	Rubber stamp
Use grocery list	Picture list

- should be **individualized**
- should be **durable**
- should be **useful in a variety of settings**

- When developing adaptations and performance strategies, inventory the way in which a typical individual would perform the activity and list these steps (persons without disabilities inventory) (Brown et al., 1979; Gee, 1988)
- Next, list the way in which the student with severe disabilities performs the steps (handicapped person inventory) and compare with the list from the non-handicapped person **(conduct an analysis of the discrepancies)**
- What skills will the person with severe disabilities acquire with instruction?
- What skills can not possibly be acquired by the student with severe disabilities?
- Develop adaptations and performance strategies for the individual with disabilities to allow for participation in the activity
- Allow the individual to utilize the adaptation to determine effectiveness
- Decide when or if the adaptation can be faded after adequate instruction
- Adaptations and performance strategies can include the following:
  - adapting a variety of eating utensils
  - a head-switch, which is connected to a tape player, allows the student to give the desired head-lifting response while initiating a leisure/recreation activity
  - a picture sequence book that allows the student opportunity to perform steps of an activity independently



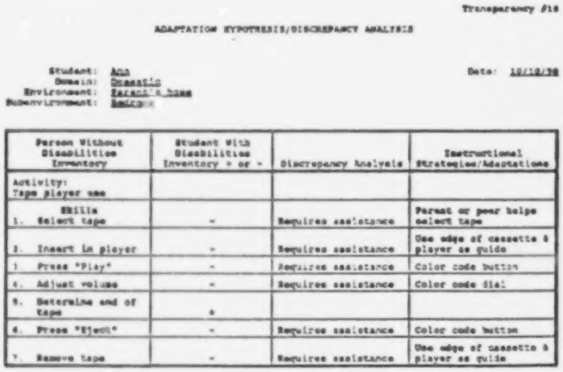
Transparency #15

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Adam
Domain: Community/Recreation/Leisure
Environment: Ray's Video
Subenvironment: Aisles/counter areas

Date: 10/12/90

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Rent video			
Skills 1. Open door	-	Requires assistance	Teach to grasp handle/pull open door or have peer without disability open door
2. Locate correct section	-	Could not locate	Verbal prompt
3. Select video	+		
4. Locate counter			
5. Show membership card	-	Did not get card	Verbal prompt
6. Pay	-	Could not pay	Predetermined amount of money
7. Put away change	-	Forgot	Verbal + model
8. Obtain video	-	Forgot	Verbal prompt



Transparency #16

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Ann
Domain: Domestic
Environment: Parent's home
Subenvironment: Bedroom

Date: 10/10/90

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Tape player use			
Skills 1. Select tape	-	Requires assistance	Parent or peer helps select tape
2. Insert in player	-	Requires assistance	Use edge of cassette & player as guide
3. Press "Play"	-	Requires assistance	Color code button
4. Adjust volume	-	Requires assistance	Color code dial
5. Determine end of tape	+		
6. Press "Eject"	-	Requires assistance	Color code button
7. Remove tape	-	Requires assistance	Use edge of cassette & player as guide

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  - tagging clothes that match with color-coded labels

  - using a grocery cart as a "walker" for balance while grocery shopping

6.3 Developing Performance Strategies and Adaptations

- -

Activity #4: Developing Performance Strategies and Adaptations

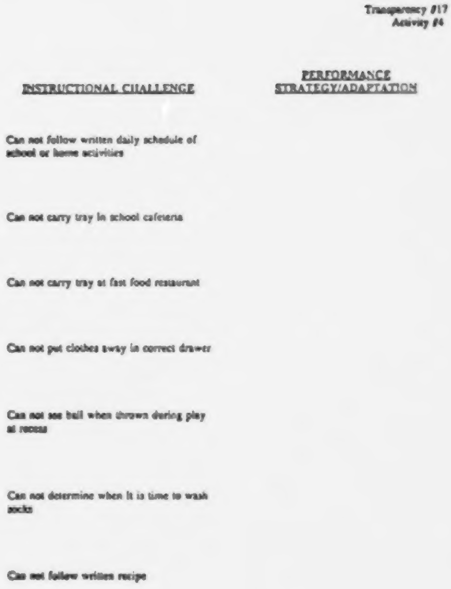
Turn to the following page for Activity #4

- -

- The purpose of this activity is to develop a variety of performance strategies and adaptations to allow successful completion of functional, age-appropriate activities

- Turn to page 21 in your workbook and develop generic adaptations and performance strategies for Activity #4.

- We will share our responses after completion



Transparency #17
Activity #4

INSTRUCTIONAL CHALLENGE	PERFORMANCE STRATEGY/ADAPTATION
Can not follow written daily schedule of school or home activities	
Can not carry tray in school cafeteria	
Can not carry tray at fast food restaurant	
Can not put clothes away in correct drawer	
Can not see ball when thrown during play at recess	
Can not determine when it is time to wash socks	
Can not follow written recipe	

7.0 MANAGING CLASSROOM OPERATIONS

7.1 Classroom Management

- Classroom atmosphere should encourage visits by regular education students, teachers and parents

- Spaces for learning should be well-defined

  - Consider specific areas for leisure/recreation activities, functional academics, peer tutor centers, community preparation, etc.

  - Areas should accommodate different group sizes

  - Areas and materials should be accessible to students, (however, requests for some materials and activities can be facilitated by placement which is slightly out of reach of the student)

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Activity #4

INSTRUCTIONAL CHALLENGE	PERFORMANCE STRATEGY/ADAPTATION
Can not follow written daily schedule of school or home activities	
Can not carry tray in school cafeteria	
Can not carry tray at fast food restaurant	
Can not put clothes away in correct drawer	
Can not see ball when thrown during play at recess	
Can not determine when it is time to wash socks	
Can not follow written recipe	

- Decorations should be age-appropriate and reflect what is currently popular with the general student population (a quick survey of same-age non-handicapped peers can yield this information)

8.0 SCHEDULING ACTIVITIES

8.1 Scheduling Functional Activities

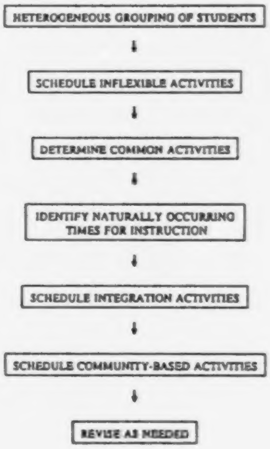
- Scheduling activities is a complex process requiring input from other teachers, related service personnel, and paraprofessionals
- Group students **heterogeneously** for instruction
  - learners with significant disabilities are typically grouped together in one classroom according to their disability (all learners with severe physical disabilities in one room; all learners with autism in one room)
  - heterogeneous groupings allow various levels of disabilities in one classroom (one classroom is not over loaded with challenging physical disabilities or behavior challenges)

Heterogeneous groupings...

- increases teacher and parent expectations of student performance (individualized expectations rather than group expectations)
- provides role models for students with the more severe disabilities
- increases instructional time (instead of spending the majority of the day intervening on behavior challenges or "toileting" and "feeding", the teacher has the opportunity to provide more instruction to his/her students)
- decreases the number of behavioral and physical challenges in one room

Transparency #18

SCHEDULING FUNCTIONAL ACTIVITIES


HETEROGENEOUS GROUPING OF STUDENTS
SCHEDULE INFLEXIBLE ACTIVITIES
DETERMINE COMMON ACTIVITIES
IDENTIFY NATURALLY OCCURRING TIMES FOR INSTRUCTION
SCHEDULE INTEGRATION ACTIVITIES
SCHEDULE COMMUNITY-BASED ACTIVITIES
REVISE AS NEEDED

  - facilitates small group instruction (rather than 1:1 instruction which can result in down-time)
  - encourages a more positive response from regular education students and staff (rather than encouraging exaggerated perceptions of student inabilities)
  - decreases teacher burn-out
  - facilitates integration (facilitates being seen as individuals first and disability second)
  - encourages reduced staff ratios (not all students will need constant, intense support and attention) (Bieler, Hall, Halvorsen, Kidd, Kirkpatrick, Laura & Natale, 1988)

- **Schedule absolute, or inflexible activities, first** (related service personnel schedules, peer tutor and buddy availability, regular education PE, music, art, library, lunch, recess, and arrival and dismissal times)

- Schedule students with disabilities to eat lunch, participate in recess and free-time, at the same time as peers without disabilities
  - isolation from the general school population will not foster understanding and acceptance

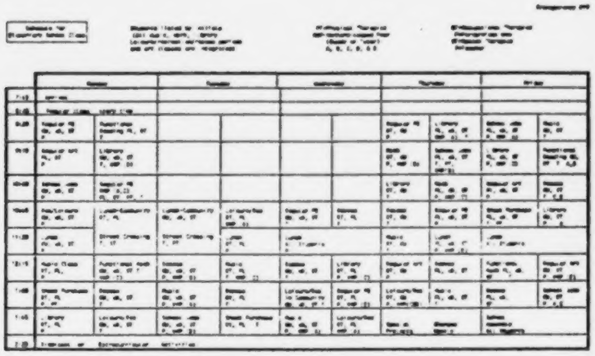
- After determining inflexible activities, **determine which activities students have in common**

- **Identify naturally occurring times for instruction of designated activities** (if taking off and putting on outdoor clothing is designated for instruction, scheduling this before and after PE or during arrival and dismissal from school would be ideal)

- **Schedule students in small numbers into regular education classes**

- elementary-age students can attend "story-time" or "show and tell" in regular education classrooms

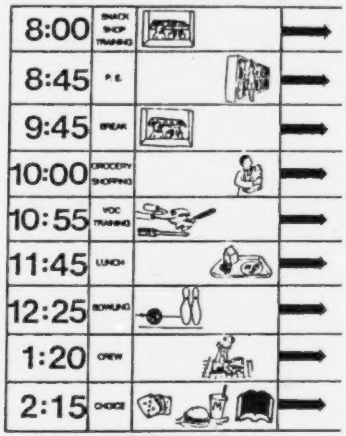
- inclusion in regular education music, PE, library and art is also recommended



- **Schedule support for students who are integrated** into regular education classes (use peer tutors, peer buddies, school staff) when necessary

- **Schedule school-based integration activities**

- **Schedule community-based training** (allow adequate time for instruction and for transit to and from sites)


8:00
SNACK SHOP TRAINING
8:45
P.E.
9:45
BREAK
10:00
GROCERY SHOPPING
10:55
VOC TRAINING
11:45
LUNCH
12:25
BOWLING
1:20
CREW
2:15
CHOICE

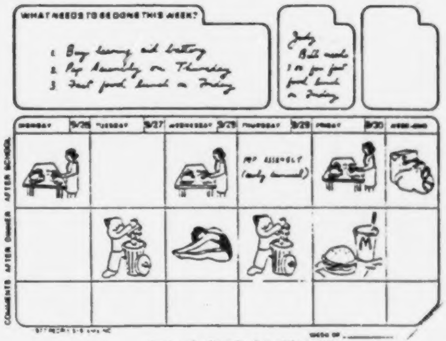
Sample daily student schedule

- Revise schedule as needed

- Post a classroom schedule in a visible location

- Develop a master schedule detailing information regarding student activity schedules, peer tutor and buddy assignments, staff assignments, and location of instruction for all activities (color code for staff and students, use self-adhesive note sheets, photographs, etc.)

- Allow learners to access individual schedules for self-monitoring of activities (consider using line drawings, miniature objects, actual-size objects, etc. for students)


WHAT NEEDS TO BE DONE THIS WEEK?
1. Buy learning aid battery
2. Pep Assembly on Thursday
3. Fast food lunch on Friday
MONDAY 9/26
TUESDAY 9/27
WEDNESDAY 9/28
THURSDAY 9/29
FRIDAY 9/30
WEEKEND
AFTER SCHOOL
AFTER DINNER
COMMENTS
PEP ASSEMBLY
WEEK OF

9.0 PROVIDING COMMUNITY-BASED INSTRUCTION

9.1 Community-Based Instruction

- Because learners with severe disabilities do not easily generalize skills, instruction should occur in natural settings where the skills are utilized

- Traditional classroom environments can be artificially controlled and arranged to assure the desired outcome

- Community settings do not allow such manipulation of stimuli

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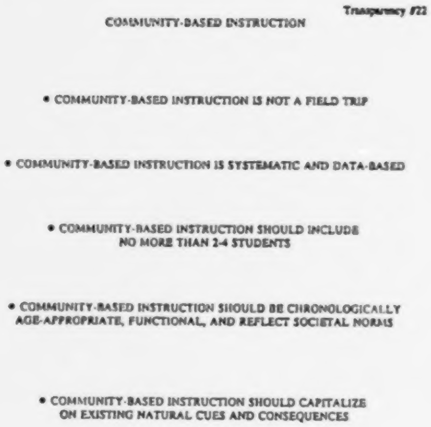
- learners are confronted with real demands rather than the hypothetical demands which exist in classroom settings

- Traditional classroom settings offer little opportunity for self-initiation of activities and skills or generalization of skills
- Community settings **promote greater generalization of skills** across people, places, materials and cues and **require a high degree of self-initiation of activities** and skills across environments
- Classroom environments offer few opportunities for developing appropriate error correction procedures; the teacher typically prevents errors from occurring
- **Community environments mandate the identification of errors and the development of normalized error correction procedures** by learners with severe disabilities
- **Community-based training is not a field trip**
- Community-based training should be **systematic and data-based**
- Community-based training should occur on a regular basis with a small group of learners
- **No more than 2-4 students should be taken into the community at one time for instruction** (Hamre-Nietupski, et al., 1982)
- Inclusion of more than four students with disabilities in community training increases liability, places an unnecessary burden on community businesses, and results in minimal instructional outcomes for students
- In order to meet the low ratio requirements of community training, schools should consider the following strategies:
  - team teaching
  - use of paraprofessionals in community settings



Transparency #22

COMMUNITY-BASED INSTRUCTION

- COMMUNITY-BASED INSTRUCTION IS NOT A FIELD TRIP
- COMMUNITY-BASED INSTRUCTION IS SYSTEMATIC AND DATA-BASED
- COMMUNITY-BASED INSTRUCTION SHOULD INCLUDE NO MORE THAN 2-4 STUDENTS
- COMMUNITY-BASED INSTRUCTION SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE, FUNCTIONAL, AND REFLECT SOCIETAL NORMS
- COMMUNITY-BASED INSTRUCTION SHOULD CAPITALIZE ON EXISTING NATURAL CUES AND CONSEQUENCES

  - use of paraprofessionals in school-based activities
  - use of related service personnel in community settings
  - enlisting the assistance of university practicum students for training
  - heterogeneous grouping of students
  - use of peer tutors and buddies in community settings
  - innovative scheduling strategies (schedule some students for integrated music, art, library, or PE classes, etc. while the teacher is providing community training)

- **Community-based instruction should evolve from identified student needs in current and subsequent environments**

- Community-based activities should **reflect the age-appropriate needs of the learner** (Do peers without disabilities participate in the same activities as the identified student? Do activities reflect societal norms?)
  - most 7-year olds do not shop independently at the grocery store but can learn to accompany "Mom" to the store and help pick out cereal for breakfast
  - it would be appropriate for younger students to make a choice concerning what toy/food item they would like to purchase at the mall

- Community training should capitalize on the **naturally existing stimuli and natural cues and correction procedures** available to learners in community settings (Falvey, Brown, Lyon, Baumgart, & Schroeder, 1980)
  - an auditory cue given by a cashier in a community setting ("$4.98 please.") is a natural occurrence that prompts individuals to pay for items

  - the incorrect us of an automatic door opener offers an opportunity for the learner to develop a natural correction procedure in order to enter/leave a business
  - street lights/traffic flow offer natural cues to learners concerning when to cross streets safely
- A pictorial cue (amount of purchase shown on the cash register) provides information to a learner to pay for his/her purchase

10.0 Evaluation

10.1 Posttest

A. Please turn to page 28 in your workbook and complete the posttest (Activity #5). (10 minutes)

10.2 Workshop Evaluation

A. Please complete the McCallon Scale on page 29

B. When you have finished, please return to the trainer(s)

Posttest Activity #5

Purpose: This posttest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

2. List the five steps to developing an ecological inventory.
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

4. The principle of partial participation includes the adaptation of what three things?
   a. ______________________________
   b. ______________________________
   c. ______________________________

5. T or F An activity is part of a skill.

WORKSHOP EVALUATION SCALE

Workshop Names________________________________ Dates________________

Presentor:________________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenters was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The schedule of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	Information in the handouts were:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1

8. Do you feel a need for additional information about this topic? 1. Yes 2. No

The stronger features of the workshop were:________________________________

The weaker features were:________________________________

General Comments:________________________________

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APPENDIX A
Posttest Answers

Posttest

Purpose: This posttest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. Domestic
   b. Community
   c. Leisure/Recreation
   d. Vocational

2. List the five steps to developing an ecological inventory.
   a. Identify domain
   b. Identify environment
   c. Identify subenvironment
   d. Identify activitive
   e. Identify skills

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. Functional
   b. Chronologically age-appropriate
   c. Valued by society
   d. Increase in social interactions

   Additional Correct Answers

   - Critical for current & subsequent environments
   - Facilitates communication
   - Culturally normative

4. The principle of partial participation includes the adaptation of what three things?
   a. Rules
   b. Materials
   c. Skill sequences

5. T or [✓ F] An activity is part of a skill.

APPENDIX B
Sample Forms

Transparency #6

PARENTAL INVENTORY FOR PRESCHOOL & ELEMENTARY-AGE STUDENTS

Student______________________________ Parents______________________________ Teacher______________________________ DOB____/____/____
Address______________________________ Phone______________________________
____

Your son/daughter's program will be designed to facilitate the development of critical life skills. Instruction will be centered in the four domains of life; Domestic, Community, Leisure/Recreation and Vocational. The information you provide will be used to develop functional activities that reflect your child's needs. We will also include goals and objectives for integration activities. Functional academics will be included in appropriate activities.

Please help us decide what is most important for your son/daughter to learn. Please choose several areas in the 4 domains for instruction. Rank your choices 1-4.

Key: Performs Independently - No assistance or supervision is necessary
Performs with Assistance - Some assistance is necessary.
No Participation - Does not participate due to opportunity or age-appropriateness.
Prioritize 1, 2, 3, 4

Domestic Domain	Performs Independently	Performs with assistance	No Participation	Priority Choice 1, 2, 3, 4
Prepare simple snack				
Help clean Kitchen				
Help wash dishes				
Help clear table				
Feed self				
drink				
Wash/dry face				
Wash/dry hair				
Bathe/shower				
Comb/brush hair				
Tooth brushing				
Toileting				
Dressing				
Undressing				
Laundry				
Select Clothes				
Pick up room				
Clothing care				
Care for plants				

Domestic Domain Continued	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Pour liquids				
Help prepare meal				
Other:				

Community Domain	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Fast food restaurant				
Menu restaurant				
Department store				
Grocery store				
Mall				
Street crossing				
Barber shop/salon				
Church				
Other:				

Transparency #6

Leisure/Recreation Domain	Performs Independently	Performs with assistance	No Participation	Priority Choice 1, 2, 3, 4
Card games				
Board games				
Puzzles				
Electronics				
Video games				
Library				
Video rentals				
Swimming				
Movies				
Walkman				
Records				
Crafts				
Bowling				
Radio				
Stereo				
Exercise				
Spectator sports				
Recreation center				
Zoo/park				
Toys				
Other:				

Vocational Domain	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Deliver messages to school office				
Water plants				
Hand out milk in cafeteria				
Other:				

Integration	Performs Independently	Performs with Assistance	No Participation	Priority Choice 1, 2, 3, 4
Regular PE				
Regular music				
Regular library				
Regular art				
Peer tutor program				
Peer buddy program				
School clubs				
Selected regular Ed				
Class activities				
Other:				

How does your son/daughter communicate his/her needs?

How do you communicate with your son/daughter?

Can your son/daughter answer yes/no questions in a reliable manner? How?

List some of his/her favorite activities, toys, and foods.

What stores do you shop in on a regular basis?

What leisure activities does your family enjoy?

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Transparency #8

Student: Adam Stevens
School: Emerson Elementary
DOB: 8/14/82

Date: 10/9/90
Team Members: Mr. & Mrs. Stevens (parents); Ms. Evans (speech therapist); Mr. Riley (physical therapist); Ms. Louitt (teacher); Adam Stevens (student); Mrs. Williams (regular education curriculum coordinator)

IEP PRIORITIES

	Domain: Domestic Current: Parent's home Subsequent: Group home	Domain: Leisure/recreation Current: Home/community Subsequent: Home/community	Domain: Community Current: Community Subsequent: Community	Domain: Vocational Current: School/home Subsequent: Community-based
HOME	- help prepare snack - help Mom pick up room - partially participate in dressing/undressing	- watch video with a friend - select leisure activity and play appropriately		
SCHOOL		- attend regular education art class - attend "free time" in Mrs. Jones 3rd grade classroom		- help non-handicapped peer raise/lower flag 2x week - help water plants in library - take messages to office with non-handicapped peer
COMMUNITY		- attend YMCA art class after school with non-handicapped peers	- select/pay for video with friend	

Additional Activities (Regular Education Class Placement, Clubs, etc.):

- Adam will attend regular education library class 3x per week with peer buddy.
- Adam will attend regular education art class (see leisure/recreation) 4x per week.
- Adam will attend "free time" in the 3rd grade classroom.
- Adam will participate in the Emerson Elementary Student Association.

Performance Strategies & Adaptations

- Picture recipe cards
- Predetermined amount of money for purchase
- Self-monitoring picture chart for school jobs

Related Services Needed:

- Speech
- PT

Comments: Communication goals and objectives are included in each domain.

Transparency #8

Student:
School:
DOB:

Date:
Team Members:

IEP PRIORITIES

	Domain: Current: Subsequent:	Domain: Current: Subsequent:	Domain: Current: Subsequent:	Domain: Current: Subsequent:
HOME				
SCHOOL				
COMMUNITY				

Additional Activities (Regular Education Class Placement, Clubs, etc.):

•
•
•
•

Performance Strategies & Adaptations

•
•
•

Related Services Needed:

•
•

Comments:

Transparency #9

Leisure/recreation Domain	Typical locations/ naturally occurring times for instruction	Person(s) responsible for instruction/support	Non-Normalized Instructional options/locations
Activity Tape player use with friend	- home (after school/on weekends) - school (recess, leisure/recreation period in regular education classroom)	parents teacher paraprofessional peer tutor/buddy physical therapist people normally in the instructional environment	segregated, isolated activity (without non-handicapped peer)
YMCA exercise class	- Local "Y", Monday and Wednesday at 3:30 p.m.	YMCA staff peer/buddy	segregated exercise class
Regular education art class	- Regular education art class (1:00 p.m.) Monday, Wednesday, and Friday in the art room	art teacher teacher physical therapist speech therapist peer buddy paraprofessional people normally in the instructional environment	segregated art class
Vocational Domain			
Activity Water/care for plants with non-handicapped peer	- school (classroom, office, library) - home	parents teacher paraprofessional peer/tutor physical therapist speech therapist people normally in the instructional environment	segregated activity (without non-handicapped peer)

Adapted from: Ford, Schnorr, Meyer, Davern, Black & Dempsy, (1989)

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Domestic Domain	Typical locations/ naturally occurring times for instruction	Person(s) responsible for instruction/support	**Non-Normalized** Instructional options/locations
Activity dressing/undressing	- home (before school/at bedtime) - school (before and after PE in locker room, arrival/dismissal) - community YMCA (before/after exercise class after school)	teacher paraprofessional YMCA staff parents peer tutor/buddy people normally in the instructional environment	dressing/undressing at inappropriate times in special education classroom
toileting	- home - school rest rooms - community rest rooms (as need arises)	teacher paraprofessional parents physical therapist people normally in the instructional environment	special education classroom, bathroom/ changing area
comb/brush hair	- home (before school, before leaving home) - school rest rooms (after PE, after lunch) - community rest rooms (as needed)	teacher paraprofessional parents physical therapist peer buddy/tutor people normally in the instructional environment	special education classroom
Community Domain			
Activity grocery shopping	- grocery store(s) utilized by parents - before meal/snack preparation - during or after school hours	teacher paraprofessional parents peer/tutor speech therapist physical therapist people normally in the instructional environment	any simulated community environment (classroom grocery store)

Domestic Domain	Typical locations/ naturally occurring times for instruction	Person(s) responsible for instruction/support	**Non-Normalized** Instructional options/locations
Activity			

Community Domain			
Activity			

Transparency #9

Leisure/recreation Domain

Typical locations/ naturally occurring times for instruction

Person(s) responsible for instruction/support

Non-Normalized Instructional options/locations

Activity

Vocational Domain

Activity

Adapted from: Ford, Schnorr, Meyer, Davern, Black & Dempsy, (1989)

Transparency #16

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Ann
Domain: Domestic
Environment: Parent's home
Subenvironment: Bedroom

Date: 10/10/90

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Tape player use			
Skills 1. Select tape	-	Requires assistance	Parent or peer helps select tape
2. Insert in player	-	Requires assistance	Use edge of cassette & player as guide
3. Press "Play"	-	Requires assistance	Color code button
4. Adjust volume	-	Requires assistance	Color code dial
5. Determine end of tape	+		
6. Press "Eject"	-	Requires assistance	Color code button
7. Remove tape	-	Requires assistance	Use edge of cassette & player as guide

Transparency #15

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Adam
Date: 10/12/90
Domain: Community/Recreation/Leisure
Environment: Ray's Video
Subenvironment: Aisles/counter areas

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity: Rent video			
Skills 1. Open door	-	Requires assistance	Teach to grasp handle/pull open door or have peer without disability open door
2. Locate correct section	-	Could not locate	Verbal prompt
3. Select video	+		
4. Locate counter			
5. Show membership card	-	Did not get card	Verbal prompt
6. Pay	-	Could not pay	Predetermined amount of money
7. Put away change	-	Forgot	Verbal + model
8. Obtain video	-	Forgot	Verbal prompt

Transparency #16

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student:

Date:

Domain:

Environment:

Subenvironment:

Person Without Disabilities Inventory	Student With Disabilities Inventory + or -	Discrepancy Analysis	Instructional Strategies/Adaptations
Activity:			
Skills 1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Transparency #19

Schedule for Elementary School Class

Students listed by initials
(All music, math, library
Leisure/recreation/recess periods
and art classes are integrated)

PT=Physical Therapist
NHP-Nonhandicapped Peer
(Buddy or Tutor)
A, B, C, D, & E

OT=Occupational Therapist
P=Paraprofessional
ST=Speech Therapist
T=Teacher

	Monday		Tuesday		Wednesday		Thursday		Friday	
7:45	Arrival									
8:00	Regular class story time									
8:30	Regular PE KW, WA, ST P	Functional Reading PL, RT T					Regular PE RT, KW P	Library PL, WA, ST NHP (A) T	School Jobs PL, WA, ST P, NHP (A)	Music KW, RT T
9:15	Regular Art PL, RT P	Library KW, WA, ST T, NHP (B)					Math RT, KW P, NHP (B)	School Jobs PL, WA, ST T, PT, NHP(B)	Library PL, WA, ST P, NHP (C)	Functional Reading KW, RT T A,B
10:00	School Jobs KW, WA, ST P	Regular PE NHP (A,C) PL, RT PT, T					Library RT, KW T	Math PL, WA, ST P, NHP (C)	Regular Art Pl, WA, ST P	Recess KW, RT T C,E
10:45	Rec/Leisure KW, WA, ST P	Lunch-Community RT, PL	Lunch-Community KW, WA, ST	Leisure/Rec RT, PL NHP (A)	Regular PE KW, WA, ST T	Recess RT, PL T	Recess RT, KW T	Regular PE PL, WA, ST P	Snack Purchase PL, WA, ST T, PT	Library KW, RT P A
11:30	Lunch KW, WA, ST P	Street Crossing T, ST	Street Crossing T, PT	Lunch RT, PL P	Lunch All Students P		Music RT, KW T	Lunch PL, WA, ST P, NHP (E)	Lunch All Students	
12:15	Music Class RT, PL, P	Functional Math KW, WA, ST T NHP (C)	Recess KW, WA, ST P, NHP (B)	Music RT, PL T NHP (C)	Recess KW, WA, ST T	Library RT, PL P, NHP (C)	Regular Art RT, KW P	Recess PL, WA, ST	Functional Math PL, WA, ST T	Regular Art KW, RT P, NHP (E)
1:00	Snack Purchase RT, PL P, PT	Recess KW, WA, ST T	Music KW, WA, ST P, NHP (A)	Recess Rt, PL T	Leisure/Rec in Community KW, WA, ST T	Regular PE RT, PL P, NHP (E)	Leisure/Rec RT, KW P, NHP(C&D)	Music PL, WA, ST T	Recess PL, WA, ST	School Jobs KW, RT P A,C
1:45	Library RT, PL P	Leisure/Rec KW, WA, ST T	School Jobs KW, WA, ST P, NHP (D)	Snack Purchase Rt, PL T	Music KW, WA, ST P, NHP (A)	Leisure/Rec RT, PL NHP (A)	Special Projects	Changes Weekly	School Assembly All Students	
2:25	Dismissal or Extracurricular Activities									

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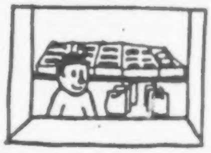
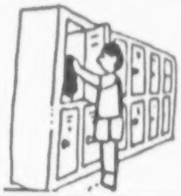
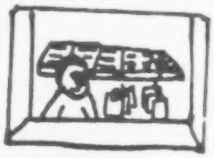
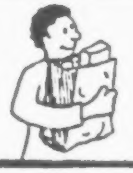
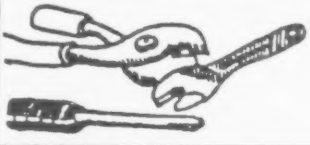
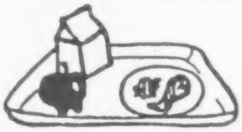
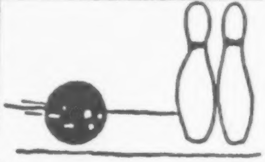
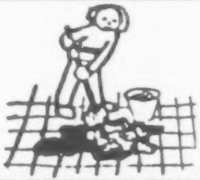
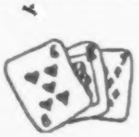
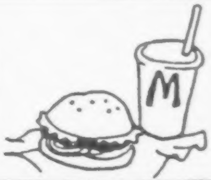
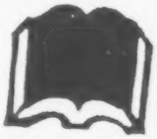
8:00	SNACK SHOP TRAINING		➡
8:45	P. E.		➡
9:45	BREAK		➡
10:00	GROCERY SHOPPING		➡
10:55	VOC TRAINING		➡
11:45	LUNCH		➡
12:25	BOWLING		➡
1:20	CREW		➡
2:15	CHOICE	  	➡

Sample daily student schedule

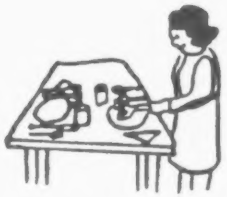
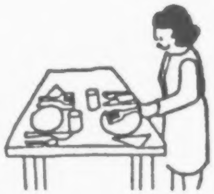
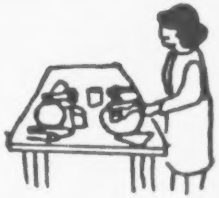
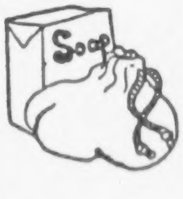
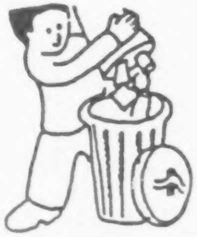
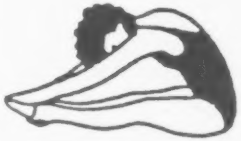
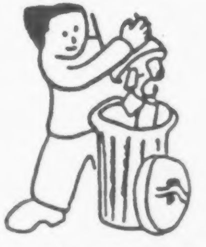
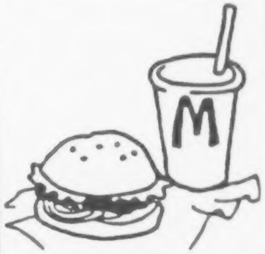
From: Sprague, J., Mix, M., Wilcox, B., Styer, C., & Biber, B.

Transparency #21

WHAT NEEDS TO BE DONE THIS WEEK?

1. Buy hearing aid battery.
2. Pep Assembly on Thursday
3. Fast food lunch on Friday

Judy:
Bill needs
3.00 for fast
food lunch
on Friday

	MONDAY 9/26	TUESDAY 9/27	WEDNESDAY 9/28	THURSDAY 9/29	FRIDAY 9/30	WEEK-END
AFTER SCHOOL				PEP ASSEMBLY (early dismissal)		
AFTER DINNER						
COMMENTS						

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WEEK OF ______________

Providing Services
for
Learners with Severe
Disabilities

A Module for Developing Futures Planning

Betty Busbea

Department of Special Education
University of Southern Mississippi

Competencies

Each trainee will demonstrate knowledge, skills and implementation of a futures plan that results in each learner having an opportunity to develop personal relationships, have positive roles in community life, increase control of their life, and develop the skills and abilities to achieve these goals.

Objectives

Each trainee will:

1. Demonstrate an understanding of the process for developing futures planning.
2. Demonstrate skills in determining capacities and talents of the learner.
3. Demonstrate the ability to utilize the personal profile and develop a plan to create long and short term goals and opportunities for the learner.

Session Schedule

1.0 Identify the steps in the futures planning process
Lecture

2.0 Identify capacities and talents
Lecture and Activities

3.0 Determine Strategies for Implementation
Lecture and Activities

AN INTRODUCTION TO PERSONAL FUTURES PLANNING

Personal futures planning is not about a place!
It is not about how you get there!
IT IS WHAT YOU WANT!

When a family has a child with a disability, many times, even thinking about his future is "put on hold". There are immediate crises and many adjustments to make. Dealing with the challenges surrounding the handicapping condition takes precedence. Time passes and the child turns six years old, twelve years old, or even older before the family realizes they haven't looked far enough into the future to plan the day-to-day objectives. They realize the future goals should determine those day-to-day activities if time and effort is to be maximized.

IF YOU DO NOT KNOW WHERE YOU WANT TO GO -
YOU CANNOT EFFECTIVELY PLAN ON HOW TO GET THERE!!

Personal futures planning should be the basis for every teaching strategy, every behavioral goal, all participation in the community, and every other aspect of an individual's life. Everything we do daily is a part of what we become. People with disabilities are many times dependent on others to assist them in planning for their future. Parents, teachers, friends, and other professionals are the people that can, and do, provide that assistance. The problem is we get so involved in assisting, we do not ask the person with a disability and/or their family what they want in their future! What they want and what is available at the present time may be completely different. Giving assistance may get complicated but their future still should be what they want! When we find out their dreams and visions, we can then determine if the day-to-day activities will enable them to reach those dreams and visions. If those activities are not necessary, don't ask them to waste time on them. Find activities that will enable them to reach their dreams. Four important keys to remember are:

1. Ask the individual and/or family what they want,
2. Focus on capacities and talents,
3. Set short and long-term goals, and
4. Develop a plan to achieve those goals.

IFSP, IEP, and Habilitation Plan objectives and other goals will be developed throughout a person's life. Many of these will result in wasted time and effort, if long-range goals, based on the visions and dreams of the individual with a disability, are not primary. Personal futures planning goes on throughout a person's life. People grow older, make progress, accomplish goals, and change their life styles. Problem solving and developing new and different strategies and goals are on-going and critical components of personal futures planning. Listening to the individual with a disability and/or his family, good planning, and a commitment to follow through will enable that person to reach his goals and have a meaningful future.

When you leave, I want you to be able to:

1. IDENTIFY THE STEPS IN THE FUTURES PLANNING PROCESS,
2. IDENTIFY CAPACITIES AND TALENTS,
3. DEVELOP STRATEGIES TO CARRY OUT THE PLAN.

The key to success is to identify your images and visions and make certain you work on the things necessary to make them happen.

1.0 IDENTIFYING THE STEPS IN THE FUTURES PLANNING PROCESS

1.1 Build a Network of Family, Friends, and/or Service Providers: They will Provide the Circle of Support for the Learner.

Circles of support are critical to the successful implementation of a futures plan. These people are committed to meeting regularly to plan strategies, solve problems and follow-through with action.

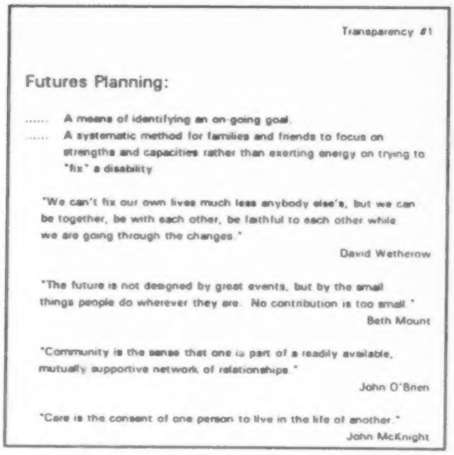
Existing relationships usually provide the basis for a circle of support for the learner. Family members, friends, neighbors and others who know the person well are often part of this network.

SEVEN PRINCIPLES OF NETWORKS

1. Networks often form when parents are the advocates for their child with a disability. As that child moves into adulthood, however, it may become necessary to build a double network--one around the parents and the child, and one around the child and others. This allows the child to develop independence from the family.

2. Strong, successful networks form around a person who really wants to change. The parents and their child should have goals. If they are content with their lives or afraid to change, forcing them to be a part of the network is useless.

Notes



Transparency #1

Futures Planning:

...... A means of identifying an on-going goal.
...... A systematic method for families and friends to focus on strengths and capacities rather than exerting energy on trying to "fix" a disability

"We can't fix our own lives much less anybody else's, but we can be together, be with each other, be faithful to each other while we are going through the changes."

David Wetherow

"The future is not designed by great events, but by the small things people do wherever they are. No contribution is too small."

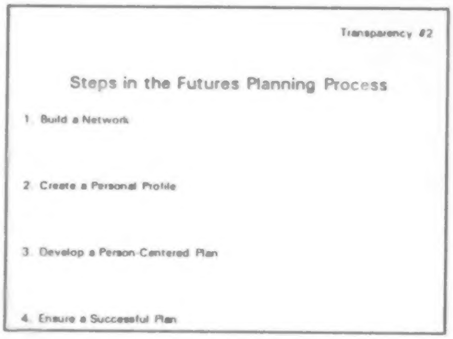
Beth Mount

"Community is the sense that one is part of a readily available, mutually supportive network of relationships."

John O'Brien

"Care is the consent of one person to live in the life of another."

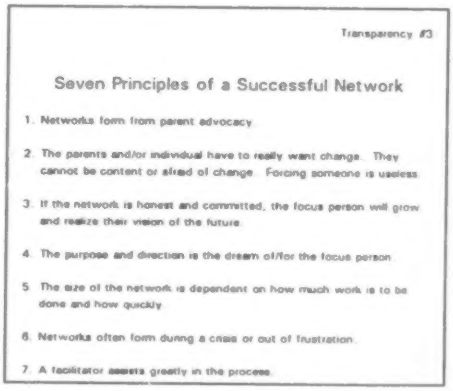
John McKnight



Transparency #2

Steps in the Futures Planning Process

1. Build a Network
2. Create a Personal Profile
3. Develop a Person-Centered Plan
4. Ensure a Successful Plan



Transparency #3

Seven Principles of a Successful Network

1. Networks form from parent advocacy
2. The parents and/or individual have to really want change. They cannot be content or afraid of change. Forcing someone is useless.
3. If the network is honest and committed, the focus person will grow and realize their vision of the future.
4. The purpose and direction is the dream of/for the focus person.
5. The size of the network is dependent on how much work is to be done and how quickly.
6. Networks often form during a crisis or out of frustration.
7. A facilitator assists greatly in the process.

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3. The person who is the focus of the network will grow in direct relationship to the honesty and commitment of the network members. A combination of deep listening, caring, challenge, and committed effort on the part of each network member helps the focus person develop his or her capacities as the individual strives to realize the vision of the future.

4. The purpose and direction of the network is defined by the focus person's dream. The network must constantly ask the focus person and their family: "What do you want? What do you really want?" When the network loses touch with the dream of the person and/or family, the process breaks down.

5. The size of the network depends on how much the focus person wants to change and how fast. If a network is too small, everyone will feel too much pressure. If the network is too large, people will not participate actively because they do not have enough to do.

6. Networks often come into being during a crisis. A crisis sometimes occurs when a person with a disability or their family realizes what is needed immediately and for future independent development. They may realize what has been happening to and for the person with disabilities is not functional and therefore does not enable the focus person to reach their greatest potential.

7. Facilitators are needed to assist the person with the disability and/or their family. Family members are often placed in this role but it works best with a facilitator. They can be objective and challenge the network to work toward what is needed. They can also assist when problems arise. They need to be clear and committed about the amount of time they can spend on developing this plan.

2.0 IDENTIFY CAPACITIES AND TALENTS

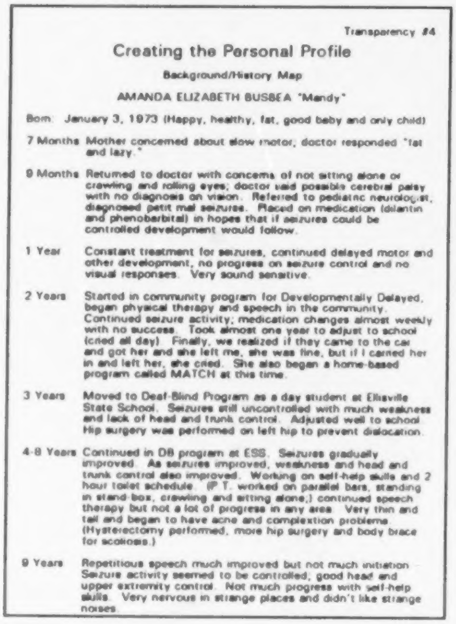
2.1 Conduct a Personal Profile Meeting - Look for Clues to Opportunities On Which a Futures Plan Can Be Built.

- Basic information - Background/History Map

These maps should include information about the person's background, including positive and negative experiences, major moves, critical events, family issues, general health and ethnic and community ties.

- Accomplishments -
  Relationships Map
  Places Map
  Choices Map
  Respect Map

These maps should include information about the person's accomplishments, routines and lifestyle patterns. There are five areas to be considered when developing these maps:



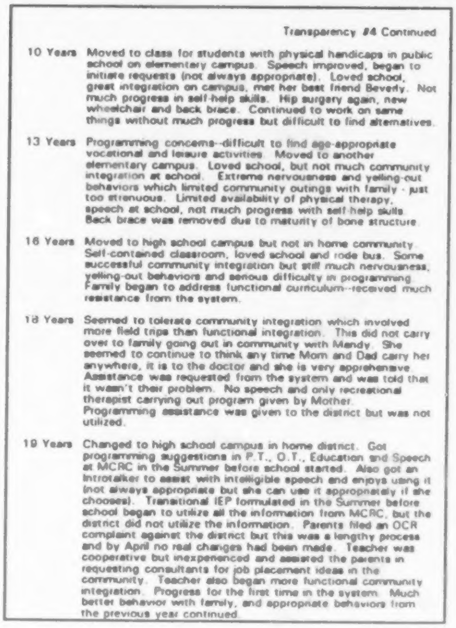
Transparency #4

Creating the Personal Profile

Background/History Map

AMANDA ELIZABETH BUSBEA "Mandy"

Born:	January 3, 1973 (Happy, healthy, fat, good baby and only child)
7 Months	Mother concerned about slow motor; doctor responded "fat and lazy."
9 Months	Returned to doctor with concerns of not sitting alone or crawling and rolling eyes; doctor said possible cerebral palsy with no diagnosis on vision. Referred to pediatric neurologist, diagnosed petit mal seizures. Placed on medication (dilantin and phenobarbital) in hopes that if seizures could be controlled development would follow.
1 Year	Constant treatment for seizures, continued delayed motor and other development, no progress on seizure control and no visual responses. Very sound sensitive.
2 Years	Started in community program for Developmentally Delayed, began physical therapy and speech in the community. Continued seizure activity; medication changes almost weekly with no success. Took almost one year to adjust to school (cried all day). Finally, we realized if they came to the car and got her and she left me, she was fine, but if I carried her in and left her, she cried. She also began a home-based program called MATCH at this time.
3 Years	Moved to Deaf-Blind Program as a day student at Ellisville State School. Seizures still uncontrolled with much weakness and lack of head and trunk control. Adjusted well to school. Hip surgery was performed on left hip to prevent dislocation.
4-8 Years	Continued in DB program at ESS. Seizures gradually improved. As seizures improved, weakness and head and trunk control also improved. Working on self-help skills and 2 hour toilet schedule. (P.T. worked on parallel bars, standing in stand-box, crawling and sitting alone;) continued speech therapy but not a lot of progress in any area. Very thin and tall and began to have acne and complextion problems. (Hysterectomy performed, more hip surgery and body brace for scoliosis.)
9 Years	Repetitious speech much improved but not much initiation. Seizure activity seemed to be controlled; good head and upper extremity control. Not much progress with self-help skills. Very nervous in strange places and didn't like strange noises.



Transparency #4 Continued

10 Years	Moved to class for students with physical handicaps in public school on elementary campus. Speech improved, began to initiate requests (not always appropriate). Loved school, great integration on campus, met her best friend Beverly. Not much progress in self-help skills. Hip surgery again, new wheelchair and back brace. Continued to work on same things without much progress but difficult to find alternatives.
13 Years	Programming concerns--difficult to find age-appropriate vocational and leisure activities. Moved to another elementary campus. Loved school, but not much community integration at school. Extreme nervousness and yelling-out behaviors which limited community outings with family - just too strenuous. Limited availability of physical therapy, speech at school, not much progress with self-help skills. Back brace was removed due to maturity of bone structure.
16 Years	Moved to high school campus but not in home community. Self-contained classroom, loved school and rode bus. Some successful community integration but still much nervousness, yelling-out behaviors and serious difficulty in programming. Family began to address functional curriculum--received much resistance from the system.
18 Years	Seemed to tolerate community integration which involved more field trips than functional integration. This did not carry over to family going out in community with Mandy. She seemed to continue to think any time Mom and Dad carry her anywhere, it is to the doctor and she is very apprehensive. Assistance was requested from the system and was told that it wasn't their problem. No speech and only recreational therapist carrying out program given by Mother. Programming assistance was given to the district but was not utilized.
19 Years	Changed to high school campus in home district. Got programming suggestions in P.T., O.T., Education and Speech at MCRC in the Summer before school started. Also got an Introtalker to assist with intelligible speech and enjoys using it (not always appropriate but she can use it appropriately if she chooses). Transitional IEP formulated in the Summer before school began to utilize all the information from MCRC, but the district did not utilize the information. Parents filed an OCR complaint against the district but this was a lengthy process and by April no real changes had been made. Teacher was cooperative but inexperienced and assisted the parents in requesting consultants for job placement ideas in the community. Teacher also began more functional community integration. Progress for the first time in the system. Much better behavior with family, and appropriate behaviors from the previous year continued.

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Notes

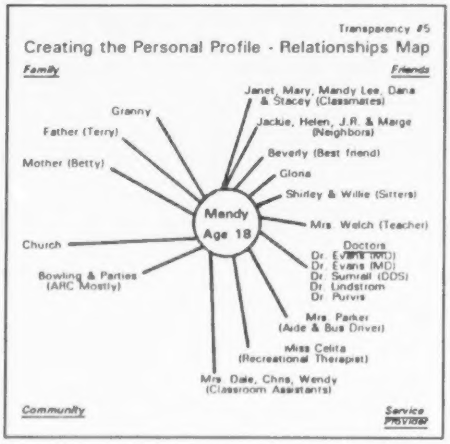
- **Community Participation:** People with severe disabilities usually have small social networks consisting primarily of family members and friends of the family. To increase participation in the community they must interact with nonhandicapped community members. Strive to increase activities and opportunities with nonhandicapped community members to form relationships.

- **Community Presence:** What community environments are frequented on a regular basis? A focused effort to participate in valued activities will increase the number and variety of places the individual can know and use.

- **Choices/Rights:** What decisions does the person make independently and what decisions are made for the person by others? Even people with the most severe handicaps can be taught to make choices.

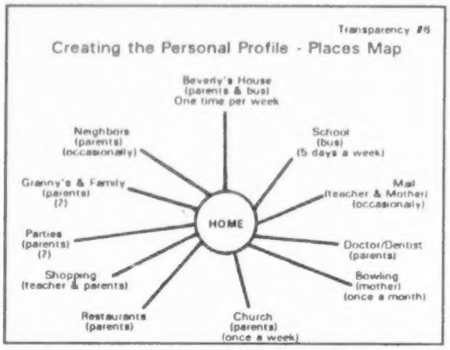
- **Respect:** Respect comes from having a valued place among people and valued roles in community life. Many people with severe handicaps develop childish or aggressive behaviors or remain helpless and dependent in reaction to the way old ideas have caused them to be treated. This reinforces as less valued or devalued role as a citizen.

- **Competence:** What skills does the person have? Which of them are needed or wanted by others? What contributions does the person make to other people's lives?


Transparency #5

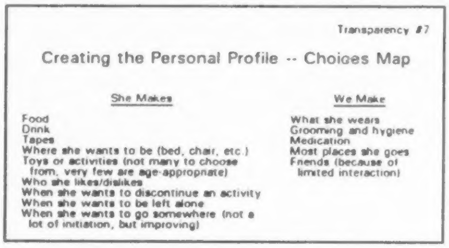
Creating the Personal Profile - Relationships Map

Family
Friends
Mandy
Age 18
Granny
Father (Terry)
Mother (Betty)
Church
Bowling & Parties (ARC Mostly)
Janet, Mary, Mandy Lee, Dana & Stacey (Classmates)
Jackie, Helen, J.R. & Marge (Neighbors)
Beverly (Best friend)
Gloria
Shirley & Willie (Sitters)
Mrs. Welch (Teacher)
Doctors
Dr. ~~Evans (MD)~~
Dr. Evans (MD)
Dr. Sumrall (DDS)
Dr. Lindstrom
Dr. Purvis
Mrs. Parker (Aide & Bus Driver)
Miss Celita (Recreational Therapist)
Mrs. Dale, Chris, Wendy (Classroom Assistants)
Community
Service Provider


Transparency #6

Creating the Personal Profile - Places Map

HOME
Beverly's House (parents & bus) One time per week
School (bus) (5 days a week)
Mall (teacher & Mother) (occasionally)
Doctor/Dentist (parents)
Bowling (mother) (once a month)
Church (parents) (once a week)
Restaurants (parents)
Shopping (teacher & parents)
Parties (parents) (?)
Granny's & Family (parents) (?)
Neighbors (parents) (occasionally)


Transparency #7

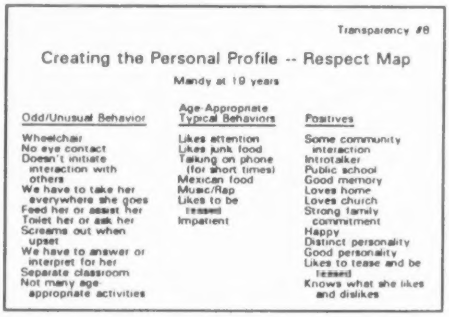
Creating the Personal Profile -- Choices Map

She Makes

Food
Drink
Tapes
Where she wants to be (bed, chair, etc.)
Toys or activities (not many to choose from, very few are age-appropriate)
Who she likes/dislikes
When she wants to discontinue an activity
When she wants to be left alone
When she wants to go somewhere (not a lot of initiation, but improving)

We Make

What she wears
Grooming and hygiene
Medication
Most places she goes
Friends (because of limited interaction)


Transparency #8

Creating the Personal Profile -- Respect Map

Mandy at 19 years

Odd/Unusual Behavior

Wheelchair
No eye contact
Doesn't initiate interaction with others
We have to take her everywhere she goes
Feed her or assist her
Toilet her or ask her
Screams out when upset
We have to answer or interpret for her
Separate classroom
Not many age-appropriate activities

Age-Appropriate Typical Behaviors

Likes attention
Likes junk food
Talking on phone (for short times)
Mexican food
Music/Rap
Likes to be teased
Impatient

Positives

Some community interaction
Introtalker
Public school
Good memory
Loves home
Loves church
Strong family commitment
Happy
Distinct personality
Good personality
Likes to tease and be teased
Knows what she likes and dislikes

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Competence means having the skills to take care of oneself to what ever extent possible with whatever assistance is required.

- Preferences/Desires - Preferences Map

This map should include information about the things that motivate and interest the person. Things that are boring, frustrating or undesirable should also be included.

3.0 DETERMINE STRATEGIES FOR IMPLEMENTATION

3.1 Set Up the Planning Meeting.

- Who should attend?

Case manager
Focus person
Family
Friends
Neighbors
Teachers
Community resources
Other professionals

- Where should it be held?

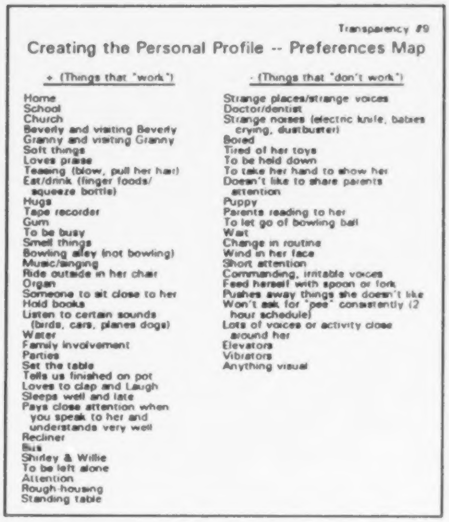
Informal environment.

- Who should be the facilitator?

Neutral, unbiased person familiar in personal futures planning.

- How can the person with disabilities best participate?

Ideally, with direct input but a family member, advocate or spokesperson can speak for the person with disabilities and keep the focus on that person.



Transparency #9

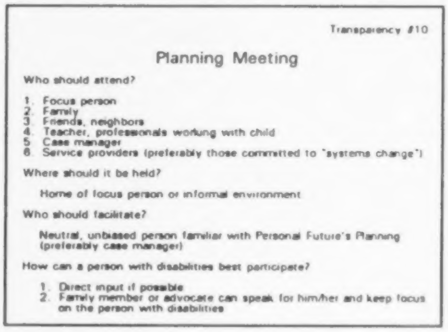
Creating the Personal Profile -- Preferences Map

+ (Things that "work")

Home
School
Church
Beverly and visiting Beverly
Granny and visiting Granny
Soft things
Loves praise
Teasing (blow, pull her hair)
Eat/drink (finger foods/ squeeze bottle)
Hugs
Tape recorder
Gum
To be busy
Smell things
Bowling alley (not bowling)
Music/singing
Ride outside in her chair
Organ
Someone to sit close to her
Hold books
Listen to certain sounds (birds, cars, planes dogs)
Water
Family involvement
Parties
Set the table
Tells us finished on pot
Loves to clap and Laugh
Sleeps well and late
Pays close attention when you speak to her and understands very well
Recliner
Bus
Shirley & Willie
To be left alone
Attention
Rough-housing
Standing table

- (Things that "don't work")

Strange places/strange voices
Doctor/dentist
Strange noises (electric knife, babies crying, dustbuster)
Bored
Tired of her toys
To be held down
To take her hand to show her
Doesn't like to share parents attention
Puppy
Parents reading to her
To let go of bowling ball
Wait
Change in routine
Wind in her face
Short attention
Commanding, irritable voices
Feed herself with spoon or fork
Pushes away things she doesn't like
Won't ask for "pee" consistently (2 hour schedule)
Lots of voices or activity close around her
Elevators
Vibrators
Anything visual



Transparency #10

Planning Meeting

Who should attend?

1. Focus person
2. Family
3. Friends, neighbors
4. Teacher, professionals working with child
5. Case manager
6. Service providers (preferably those committed to "systems change")

Where should it be held?

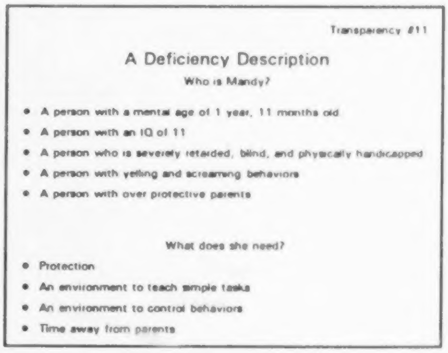
Home of focus person or informal environment

Who should facilitate?

Neutral, unbiased person familiar with Personal Future's Planning (preferably case manager)

How can a person with disabilities best participate?

1. Direct input if possible
2. Family member or advocate can speak for him/her and keep focus on the person with disabilities



Transparency #11

A Deficiency Description

Who is Mandy?

- A person with a mental age of 1 year, 11 months old
- A person with an IQ of 11
- A person who is severely retarded, blind, and physically handicapped
- A person with yelling and screaming behaviors
- A person with over protective parents

What does she need?

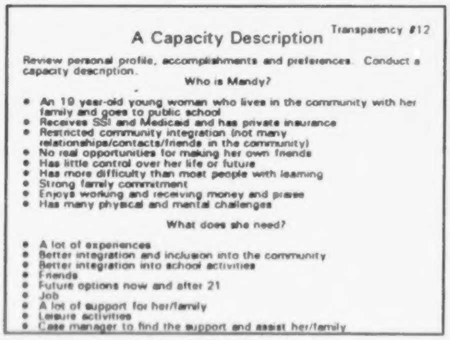
- Protection
- An environment to teach simple tasks
- An environment to control behaviors
- Time away from parents

3.2 Seven Basic Steps to Develop a Plan.

Step 1: Review the personal profile,
Step 2: Review the trends in the environment,
Step 3: Find desirable images or dreams for the future,
Step 4: Identify obstacles and opportunities,
Step 5: Identify strategies,
Step 6: Identify need for system change,
Step 7: Get started.

3.3 Ensuring a Successful Plan

- The people forming the plan focus on the gifts and capacities of the individual with disabilities. They look for opportunities not obstacles.
- The plan needs to be individualized for the focus person and his/her family and community.
- Regular meetings will be held to review activities, brainstorm new strategies and make plans and commitments to act. The focus person and his/her family will always be included.
- The group must include a strong advocate or family member who takes a leadership role in supporting group activities and continually keeps the focus on the interests of the focus person.
- The group should include a "community bridge-builder" - or possibly a case manager who works at building connections to the local community.



Transparency #12

A Capacity Description

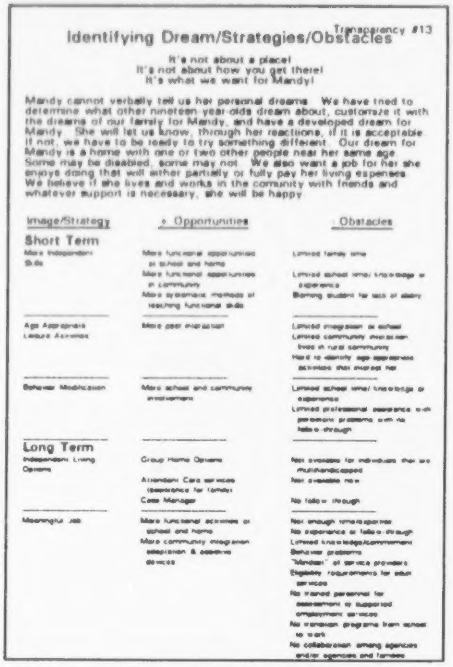
Review personal profile, accomplishments and preferences. Conduct a capacity description.

Who is Mandy?

- An 19 year-old young woman who lives in the community with her family and goes to public school
- Receives SSI and Medicaid and has private insurance
- Restricted community integration (not many relationships/contacts/friends in the community)
- No real opportunities for making her own friends
- Has little control over her life or future
- Has more difficulty than most people with learning
- Strong family commitment
- Enjoys working and receiving money and praise
- Has many physical and mental challenges

What does she need?

- A lot of experiences
- Better integration and inclusion into the community
- Better integration into school activities
- Friends
- Future options now and after 21
- Job
- A lot of support for her/family
- Leisure activities
- Case manager to find the support and assist her/family



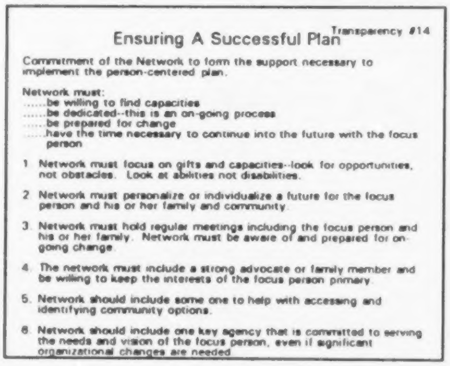
Transparency #13

Identifying Dream/Strategies/Obstacles

It's not about a place!
It's not about how you get there!
It's what we want for Mandy!

Mandy cannot verbally tell us her personal dreams. We have tried to determine what other nineteen year-olds dream about, customize it with the dreams of our family for Mandy, and have a developed dream for Mandy. She will let us know, through her reactions, if it is acceptable if not, we have to be ready to try something different. Our dream for Mandy is a home with one or two other people near her same age. Some may be disabled, some may not. We also want a job for her she enjoys doing that will either partially or fully pay her living expenses. We believe if she lives and works in the community with friends and whatever support is necessary, she will be happy.

Image/Strategy	+ Opportunities	- Obstacles
Short Term		
More Independent Skills	More functional opportunities at school and home	Limited family time
	More functional opportunities in community	Limited school time/ knowledge or experience
	More systematic methods of teaching functional skills	Blaming student for lack of ability
Age Appropriate Leisure Activities	More peer interaction	Limited integration at school
		Limited community interaction lives in rural community
		Hard to identify age-appropriate activities that interest her
Behavior Modification	More school and community involvement	Limited school time/ knowledge or experience
		Limited professional assistance with persistent problems with no follow-through
Long Term		
Independent Living Options	Group Home Options	Not available for individuals that are multihandicapped
	Attendant Care services (assistance for family)	Not available now
	Case Manager	No follow through
Meaningful Job	More functional activities at school and home	Not enough time/expertise
	More community integration adaptation & assistive devices	No experience or follow-through
		Limited knowledge/commitment
		Behavior problems
		"Mindset" of service providers
		Eligibility requirements for adult services
		No trained personnel for assessment of supported employment services
		No transition programs from school to work
		No collaboration among agencies and/or agencies and families



Transparency #14

Ensuring A Successful Plan

Commitment of the Network to form the support necessary to implement the person-centered plan.

Network must:
......be willing to find capacities
......be dedicated--this is an on-going process
......be prepared for change
......have the time necessary to continue into the future with the focus person

1. Network must focus on gifts and capacities--look for opportunities, not obstacles. Look at abilities not disabilities.
2. Network must personalize or individualize a future for the focus person and his or her family and community.
3. Network must hold regular meetings including the focus person and his or her family. Network must be aware of and prepared for on-going change.
4. The network must include a strong advocate or family member and be willing to keep the interests of the focus person primary.
5. Network should include some one to help with accessing and identifying community options.
6. Network should include one key agency that is committed to serving the needs and vision of the focus person, even if significant organizational changes are needed.

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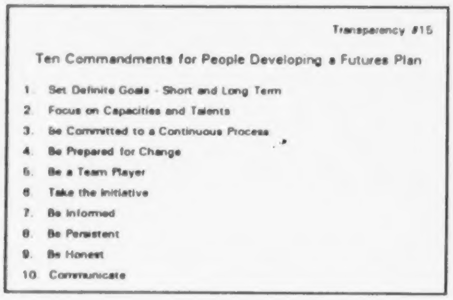
- At least one key agency involved is committed to organizational change. The management from this key agency should be willing to make or advocate for significant organizational changes when necessary.

3.4 Ten Commandments for People Developing a Futures Plan.

I. SET DEFINITE GOALS - SHORT AND LONG TERM
II. FOCUS ON CAPACITIES AND TALENTS
III. BE COMMITTED TO A CONTINUOUS PROCESS
IV. BE PREPARED FOR CHANGE
V. BE A TEAM PLAYER
VI. TAKE THE INITIATIVE
VII. BE INFORMED
VIII. BE PERSISTENT
IX. BE HONEST
X. COMMUNICATE



Transparency #15

Ten Commandments for People Developing a Futures Plan

1. Set Definite Goals - Short and Long Term
2. Focus on Capacities and Talents
3. Be Committed to a Continuous Process
4. Be Prepared for Change
5. Be a Team Player
6. Take the Initiative
7. Be Informed
8. Be Persistent
9. Be Honest
10. Communicate

AN INTRODUCTION TO PERSONAL FUTURES PLANNING

Personal futures planning is not about a place!
It is not about how you get there!
IT IS WHAT YOU WANT!

When a family has a child with a disability, many times, even thinking about his future is "put on hold". There are immediate crises and many adjustments to make. Dealing with the challenges surrounding the handicapping condition takes precedence. Time passes and the child turns six years old, twelve years old, or even older before the family realizes they haven't loooked far enough into the future to plan the day-to-day objectives. They realize the future goals should determine those day-to-day activities if time and effort is to be maximized.

IF YOU DO NOT KNOW WHERE YOU WANT TO GO -
YOU CANNOT EFFECTIVELY PLAN ON HOW TO GET THERE!!

Personal futures planning should be the basis for every teaching strategy, every behavioral goal, all participation in the community, and every other aspect of an individual's l;ife. Everything we do daily is a part of waht we become. People with disabilities are many times dependent on others to assist them in planning for their future. Parents, teachers, friends, and other professionals are the people that can, and do, provide that assistance. The problem is we get so involved in assisting, we do not ask the person with a disability and/or their family what they want in their future! What they want and what is available at the present time may be completely different. Giving assistance may get complicated but their futrue still should be what they want! When we find out their dreams and visions, we can then determine if the day-to-day activities will enable them to reach those dreams and visions. If those activities are not necessary, don't ask them to waste time on them. Find activities that will enable them to reach their dreams. Four important keys to remember are:

1. Ask the individual and/or family what they want,
2. Focus on capacities and talents,
3. Set short and long-term goals, and
4. Develop a plan to achieve those goals.

IFSP, IEP, and Habilitation Plan objectives and other goals will be developed throughout a person's life. Many of these will result in wasted time and effort, if long-range goals, based on the visions and dreams of the individual with a disability, are not primary. Personal futures planning goes on throughout a person's life. People grow older, make progress, accomplish goals, and change their life styles. Problem solving and developing new and different strategies and goals are on-going and critical components of personal futures planning. Listening to the individual with a disability and/or his family, good planning, and commitment to follow through will enable that person to reach his goals and have a meaningful future.

When you leave, I want you to be able to:

1. IDENTIFY THE STEPS IN THE FUTURES PLANNING PROCESS,
2. IDENTIFY CAPACITIES AND TALENTS,
3. DEVELOP STRATEGIES TO CARRY OUT THE PLAN.

The key to success is to identify your images and visions and make certain you work on the things necessary to make them happen.

Transparency #1

Futures Planning:

- A means of identifying an on-going goal.
- A systematic method for families and friends to focus on strengths and capacities rather than exerting energy on trying to "fix" a disability.

"We can't fix our own lives much less anybody else's, but we can be together, be with each other, be faithful to each other while we are going through the changes."

David Wetherow

"The future is not designed by great events, but by the small things people do wherever they are. No contribution is too small."

Beth Mount

"Community is the sense that one is part of a readily available, mutually supportive network of relationships."

John O'Brien

"Care is the consent of one person to live in the life of another."

John McKnight

Steps in the Futures Planning Process

1. Build a Network

2. Create a Personal Profile

3. Develop a Person-Centered Plan

4. Ensuring a Successful Plan

Transparency #3

Seven Principles of a Successful Network

1. Networks form from parent advocacy.
2. The parents and/or individual have to really want change. They cannot be content or afraid of change. Forcing someone is useless.
3. If the network is honest and committed, the focus person will grow and realize their vision of the future.
4. The purpose and direction is the dream of/for the focus person.
5. The size of the network is dependent on how much work is to be done and how quickly.
6. Networks often form during a crisis or out of frustration.
7. A facilitator assists greatly in the process.

Creating the Personal Profile

Transparency #4

Background/History Map

AMANDA ELIZABETH BUSBEA "Mandy"

Born: January 3, 1973 (Happy, healthy, fat, good baby and only child)

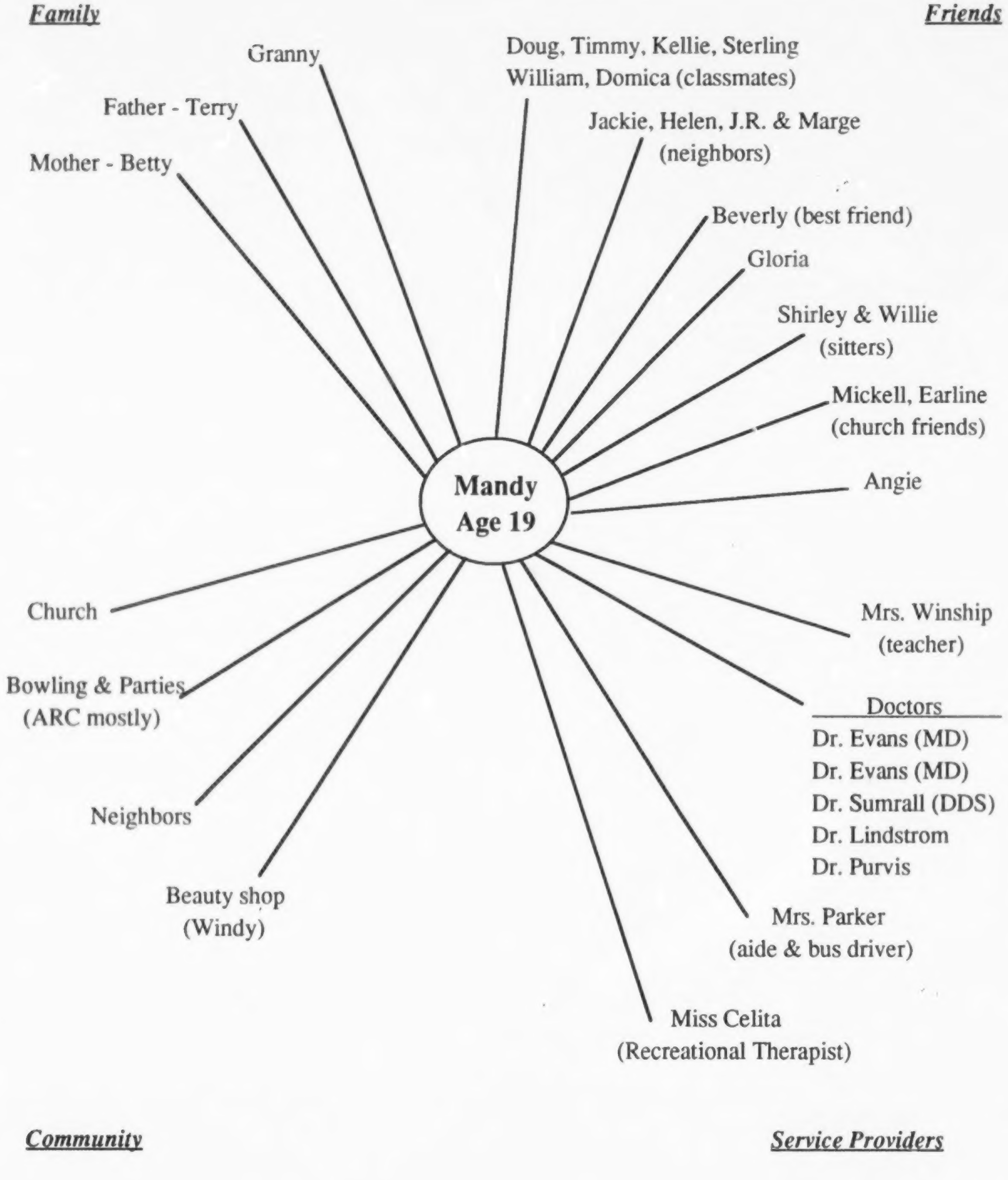
7 Months	Mother concerned about slow motor; doctor responded "fat and lazy."
9 Months	Returned to doctor with concerns of not sitting alone or crawling and rolling eyes; doctor said possible cerebral palsy with no diagnosis on vision. Referred to pediatric neurologist; diagnosed petit mal seizures. Placed on medication (dilantin and phenobarbital) in hopes that if seizures could be controlled development would follow.
1 Year	Constant treatment for seizures, continued delayed motor and other development, no progress on seizure control and no visual responses. Very sound sensitive.
2 Years	Started in community program for Developmentally Delayed, began physical therapy and speech in the community. Continued seizure activity; medication changes almost weekly with no success. Took almost one year to adjust to school (cried all day). Finally, we realized if they came to the car and got her and she left me, she was fine, but if I carried her in and left her, she cried. She also began a home-based program called MATCH at this time.
3 Years	Moved to Deaf-Blind Program as a day student at Ellisville State School. Seizures still uncontrolled with much weakness and lack of head and trunk control. Adjusted well to school. Hip surgery was performed on left hip to prevent dislocation.
4-8 Years	Continued in DB program at ESS. Seizures gradually improved. As seizures improved, weakness and head and trunk control also improved. Working on self-help skills and 2 hour toilet schedule. (P.T. worked on parallel bars, standing in stand-box, crawling and sitting alone;) continued speech therapy but not a lot of progress in any area. Very thin and tall and began to have acne and complexion problems. (Hysterectomy performed, more hip surgery and body brace for scoliosis.)
9 Years	Repetitious speech much improved but not much initiation. Seizure activity seemed to be controlled; good head and upper extremity control. Not much progress with self-help skills. Very nervous in strange places and didn't like strange noises.

Transparency #4 Continued

10 Years	Moved to class for students with physical handicaps in public school on elementary campus. Speech improved, began to initiate requests (not always appropriate). Loved school, great integration on campus, met her best friend Beverly. Not much progress in self-help skills. Hip surgery again, new wheelchair and back brace. Continued to work on same things without much progress but difficult to find alternatives.
13 Years	Programming concerns--difficult to find age-appropriate vocational and leisure activities. Moved to another elementary campus. Loved school, but not much community integration at school. Extreme nervousness and yelling-out behaviors which limited community outings with family - just too strenuous. Limited availability of physical therapy, speech at school, not much progress with self-help skills. Back brace was removed due to maturity of bone structure.
16 Years	Moved to high school campus but not in home community. Self-contained classroom, loved school and rode bus. Some successful community integration but still much nervousness; yelling-out behaviors and serious difficulty in programming. Family began to address functional curriculum--received much resistance from the system.
18 Years	Seemed to tolerate community integration which involved more field trips than functional integration. This did not carry over to family going out in community with Mandy. She seemed to continue to think any time Mom and Dad carry her anywhere, it is to the doctor and she is very apprehensive. Assistance was requested from the system and was told that it wasn't their problem. No speech and only recreational therapist carrying out program given by Mother. Programming assistance was given to the district but was not utilized.
19 Years	Changed to high school campus in home district. Got programming suggestions in P.T., O.T., Education and Speech at MCRC in the Summer before school started. Also got an Introtalker to assist with intelligible speech and enjoys using it (not always appropriate but she can use it appropriately if she chooses). Transitional IEP formulated in the Summer before school began to utilize all the information from MCRC, but the district did not utilize the information. Parents filed an OCR complaint against the district but this was a lengthy process and by April no real changes had been made. Teacher was cooperative but inexperienced and assisted the parents in requesting consultants for job placement ideas in the community. Teacher also began more functional community integration. Progress for the first time in the system. Much better behavior with family, and appropriate behaviors from the previous year continued.

Transparency #5

Creating the Personal Profile - Relationships Map



Family

Granny

Father - Terry

Mother - Betty

Friends

Doug, Timmy, Kellie, Sterling
William, Domica (classmates)

Jackie, Helen, J.R. & Marge
(neighbors)

Beverly (best friend)

Gloria

Shirley & Willie
(sitters)

Mickell, Earline
(church friends)

Angie

Mandy
Age 19

Church

Bowling & Parties
(ARC mostly)

Neighbors

Beauty shop
(Windy)

Mrs. Winship
(teacher)

Doctors
- Dr. Evans (MD)
- Dr. Evans (MD)
- Dr. Sumrall (DDS)
- Dr. Lindstrom
- Dr. Purvis

Mrs. Parker
(aide & bus driver)

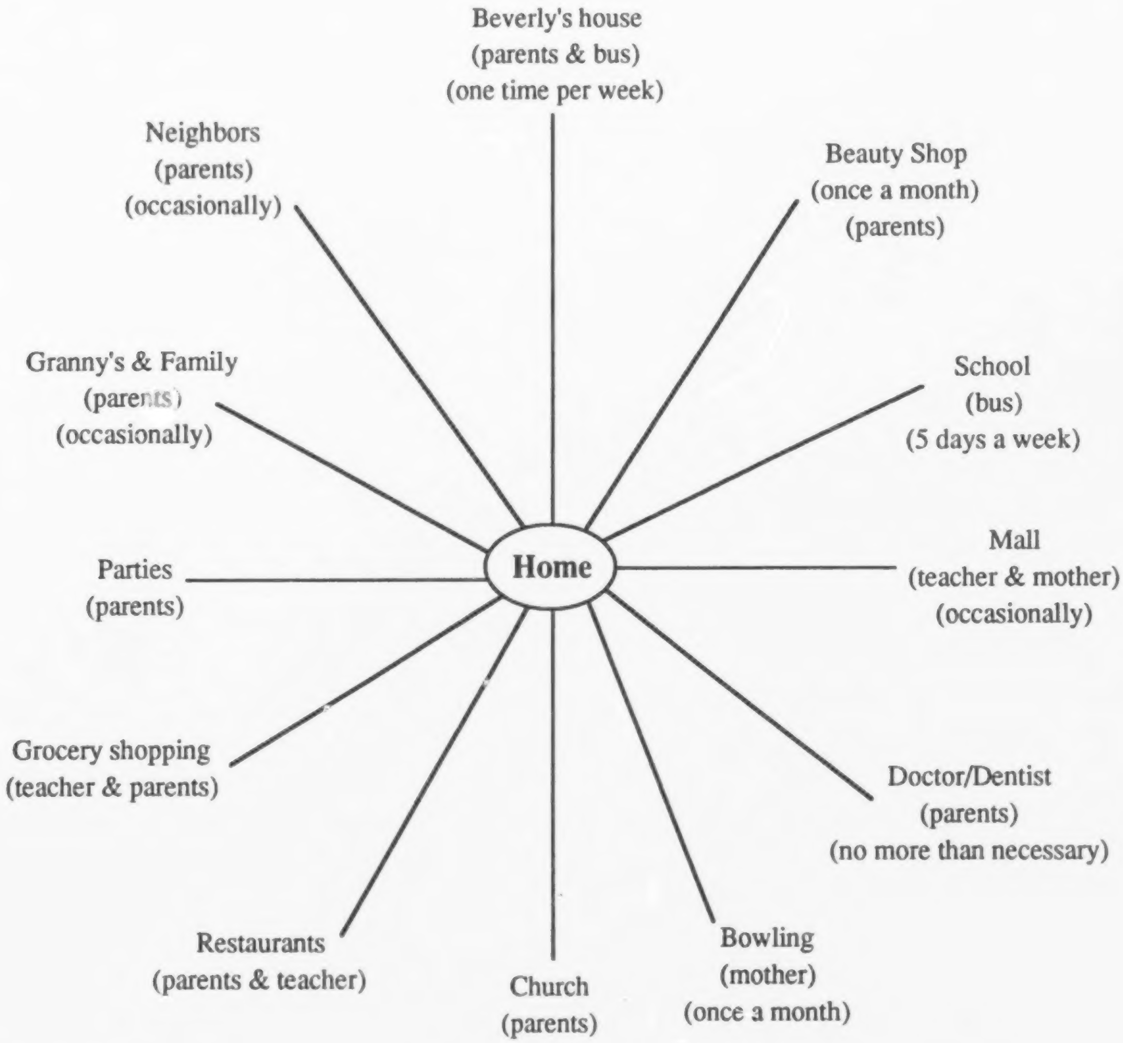
Miss Celita
(Recreational Therapist)

Community

Service Providers

Transparency #6

Creating the Personal Profile - Places Map



Home

Beverly's house
(parents & bus)
(one time per week)

Beauty Shop
(once a month)
(parents)

School
(bus)
(5 days a week)

Mall
(teacher & mother)
(occasionally)

Doctor/Dentist
(parents)
(no more than necessary)

Bowling
(mother)
(once a month)

Church
(parents)

Restaurants
(parents & teacher)

Grocery shopping
(teacher & parents)

Parties
(parents)

Granny's & Family
(parents)
(occasionally)

Neighbors
(parents)
(occasionally)

Transparency #7

Creating the Personal Profile -- Choices Map

She Makes	We Make
Food	What she wears
Drink	Grooming and hygiene
Tapes	Medication
Where she wants to be (bed, chair, etc.)	Most places she goes
Toys or activities (not many to choose from, very few are age-appropriate)	Friends (because of limited interaction)
Who she likes/dislikes	
When she wants to discontinue an activity	
When she wants to be left alone	
When she wants to go somewhere (not a lot of initiation, but improving)	

Creating the Personal Profile -- Respect Map

Mandy at 19 years

Odd/Unusual Behavior

- Wheelchair
- No eye contact
- Doesn't initiate interaction with others
- We have to take her everywhere she goes
- Feed her or assist her
- Toilet her or ask her
- Screams out when upset
- We have to answer or interpret for her
- Separate classroom
- Not many age-appropriate activities

Age-Appropriate Typical Behaviors

- Likes attention
- Likes junk food
- Talking on phone (for short times)
- Mexican food
- Music/Rap
- Likes to be teased
- Impatient

Positives

- Some community interaction
- Introtalker
- Public school
- Good memory
- Loves home
- Loves church
- Strong family commitment
- Happy
- Distinct personality
- Good personality
- Likes to tease and be teased
- Knows what she likes and dislikes

Transparency #9

Creating the Personal Profile -- Preferences Map

+ (Things that "work")

- Home
- School
- Church
- Beverly and visiting Beverly
- Granny and visiting Granny
- Soft things
- Loves praise
- Teasing (blow, pull her hair)
- Eat/drink (finger foods/squeeze bottle)
- Hugs
- Tape recorder
- Gum
- To be busy
- Smell things
- Bowling alley (not bowling)
- Music/singing
- Ride outside in her chair
- Organ
- Someone to sit close to her
- Hold books
- Listen to certain sounds (birds, cars, planes dogs)
- Water
- Family involvement
- Parties
- Set the table
- Tells us finished on pot
- Loves to clap and Laugh
- Sleeps well and late
- Pays close attention when you speak to her and understands very well
- Recliner
- Bus
- Shirley & Willie
- To be left alone
- Attention
- Rough-housing
- Standing table

- (Things that "don't work")

- Strange places/strange voices
- Doctor/dentist
- Strange noises (electric knife, babies crying, dustbuster)
- Bored
- Tired of her toys
- To be held down
- To take her hand to show her
- Doesn't like to share parents attention
- Puppy
- Parents reading to her
- To let go of bowling ball
- Wait
- Change in routine
- Wind in her face
- Short attention
- Commanding, irritable voices
- Feed herself with spoon or fork
- Pushes away things she doesn't like
- Won't ask for "pee" consistently (2 hour schedule)
- Lots of voices or activity close around her
- Elevators
- Vibrators
- Anything visual

Transparency #10

Planning Meeting

Who should attend?

1. Focus person
2. Family
3. Friends, neighbors
4. Teacher, professionals working with child
5. Case manager
6. Service providers (preferably those committed to "systems change")

Where should it be held?

Home of focus person or informal environment

Who should facilitate?

Neutral, unbiased person familiar with Personal Future's Planning (preferably case manager)

How can a person with disabilities best participate?

1. Direct input if possible
2. Family member or advocate can speak for him/her and keep focus on the person with disabilities

A Deficiency Description

Who is Mandy?

- A person with a mental age of 1 year, 11 months old.
- A person with an IQ of 11
- A person who is severely retarded, blind, and physically handicapped
- A person with yelling and screaming behaviors
- A person with over protective parents

What does she need?

- Protection
- An environment to teach simple tasks
- An environment to control behaviors
- Time away from parents

Transparency #12

A Capacity Description

Review personal profile, accomplishments and preferences. Conduct a capacity description.

Who is Mandy?

- An 19 year-old young woman who lives in the community with her family and goes to public school
- Receives SSI and Medicaid and has private insurance
- Restricted community integration (not many relationships/contacts/friends in the community)
- No real opportunities for making her own friends
- Has little control over her life or future
- Has more difficulty than most people with learning
- Strong family commitment
- Enjoys working and receiving money and praise
- Has many physical and mental challenges

What does she need?

- A lot of experiences
- Better integration and inclusion into the community
- Better integration into school activities
- Friends
- Future options now and after 21
- Job
- A lot of support for her/family
- Leisure activities
- Case manager to find the support and assist her/family

Transparency #13

Identifying Images/Strategies/Obstacles

It's not about a place!
It's not about how you get there!
It's what we want for Mandy!

Mandy cannot verbally tell us her personal dreams. We have tried to determine what other nineteen-year-olds dream about, customize it with the dreams of our family for Mandy, and have developed a dream for Mandy. She will let us know, through her reactions, if it is acceptable and, if not, we have to be ready to try something different. Our dream for Mandy is a home with one or two other people near her same age. Some may be disabled, some may not. We also want a job for her she enjoys doing that will either partially, or fully pay her living expenses. We believe if she lives and works in the community with friends and whatever support is necessary, she will be happy.

Image/Strategy	+ Opportunities	- Obstacles
Short Term		
More Independent Skills	More functional opportunities at school and home More functional opportunities in community More systematic methods of teaching functional skills	Limited family time Limited school time/ knowledge or experience Blaming student for lack of ability
Age Appropriate Leisure Activities	More peer interaction	Limited integration at school Limited community interaction - lives in rural community Hard to identify age-appropriate activities that interest her
Behavior Modification	More school and community involvement Assistance from Psychologist	Limited school time/ knowledge or experience Limited professional assistance with persistent problems with no follow-through
Long Term		
Independent Living Options	Group Home Options Attendant Care services (assistance for family) Case Manager	Not available for individuals that are multihandicapped Not available now No follow through
Meaningful Job	More functional activities at school and home More community integration adaptation & assistive devices	Not enough time/expertise No experience or follow-through Limited knowledge/commitment Behavior problems "Mindset" of service providers Eligibility requirements for adult services No trained personnel for assessment or supported employment services No transition programs from school to work No collaboration among agencies and/or agencies and families

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Ensuring A Successful Plan

Commitment of the Network to form the support necessary to implement the person-centered plan.

Network must:
...... be willing to find capacities
...... be dedicated--this is an on-going process
...... be prepared for change
...... have the time necessary to continue into the future with the focus person

1. Network must focus on gifts and capacities--look for opportunities, not obstacles. Look at abilities not disabilities.
2. Network must personalize or individualize a future for the focus person and his or her family and community.
3. Network must hold regular meetings including the focus person and his or her family. Network must be aware of and prepared for on-going change.
4. The network must include a strong advocate or family member and be willing to keep the interests of the focus person primary.
5. Network should include some one to help with accessing and identifying community options.
6. Network should include one key agency that is committed to serving the needs and vision of the focus person, even if significant organizational changes are needed.

Transparency #15

Ten Commandments for People Developing a Futures Plan

1. Set Definite Goals - Short and Long Term
2. Focus on Capacities and Talents
3. Be Committed to a Continuous Process
4. Be Prepared for Change
5. Be a Team Player
6. Take the Initiative
7. Be Informed
8. Be Persistent
9. Be Honest
10. Communicate

Creating the Personal Profile

Background/History Map

Creating the Personal Profile - Relationships Map

Family

Friends

Community

Service Providers

Creating the Personal Profile - Places Map

Creating the Personal Profile -- Choices Map

He/She Makes	We Make

Creating the Personal Profile -- Respect Map

Odd/Unusual Behavior	Age-Appropriate Typical Behaviors	Positives

Creating the Personal Profile -- Preferences Map

+ (Things that "work")

- (Things that "don't work"

A Deficiency Description

Who is ______________?

What does ______________ need?

A Capacity Description

Review personal profile, accomplishments and preferences. Conduct a capacity description.

Who is ______________?

What does ______________ need?

Identifying Images/Strategies/Obstacles

Image/Strategy	+ Opportunities	- Obstacles
Short Term		
Long Term		